(2004). Accessibility. Distance Education Report, Magna Publications Inc. 8: 3. Reports on the use and accessibility of web sites of institutions in their distance education courses. Percent of 2-year and 4-year Title IV degree-granting institutions; Distribution of percentages by the extent to which institutions websites follow established accessibility guidelines or recommendations for users with disability; Base of percentage on the estimated 2,300 institutions offering distance education course in 2000-2001.


(2004). Helpful Sites You Won't Want to Miss. School Library Journal, Reed Business Information. 50: 24. Looks at web sites that can help the U.S. library field. Scope of the Department of Health and Human Services' new Web site for federal grants; Features of the online newsletter "Accessibility Basics for Librarians"; Target children of the Early Reading First funds program via the Department of Education site.

(2004). SITES YOU CAN USE. Techniques: Connecting Education & Careers, Association for Career & Technical Education. 79: 59. Presents two web sites related to education in the U.S. Site of the Instructional Materials Laboratory; Accessibility of the Education Commission of the States site; Key features of the sites.

(2004). Websites as educational motivators for adults with a learning disability. Educational Administration Abstracts, Sage Publications Inc. 39: 61. Adults with a learning disability pose an educational challenge for teachers and support workers. They frequently have limited skills in reading and writing and may find it difficult to pay attention to topics of little interest to them. Nevertheless, they can be keen to use new technology and often have hobbies and interests that are catered for on the Internet. This article describes a project aimed to highlight the advantages and weaknesses of Web-based learning for adults with learning disability and to suggest improvements. Eight students with mild to moderate learning disability were helped to find Web sites related to their interests and supported in creating multimedia work linked to those sites. Results showed the powerfully motivating effect of the Web sites for students, but highlighted
the access difficulties posed by Web sites for such students. Further work in this area is needed to develop strategies for exploiting the motivating effect of Web sites and to improve the accessibility of sites for people with low literacy levels.

ABSTRACT FROM AUTHOR


The web offers an unprecedented opportunity to gain immediate access to government resources that might not otherwise be available to many older adults aged 60 years and over. Yet due to aging vision, there remain design barriers to the use of state and federal government web sites. This research describes aging vision and its impact on the accessibility of government web sites. It incorporates the guidelines published by the National Institute on Aging (NIA) for making senior-friendly web sites. Several software tools, including Dottie and Usability Enforcer, are described in terms of their functionality in promoting senior-friendly web sites. Data generated by the software tools and manual assessment are used to evaluate e-government compliance with vision-related NIA accessibility guidelines.

ABSTRACT FROM AUTHOR


The purpose of this study was to assess the content, quality, and type of internet resources available for safety education. Using 19 search engines with search strings targeting major forms of injury, identified resources were classified by audience group, accessibility, and authorship. Two independent reviewers rated each resource on the basis of its content and a set of quality criteria using a three point scale. Overall, 10 (18.2%) resources were of highest quality, four (7.3%) were intermediate, and 41 (74.5%) were not recommended. Eighteen months after the original search, 67.3% of all resources and 90% of the highest quality resources were still on the internet. This study provides a methodology for evaluating child safety resources on the world wide web and demonstrates that most internet resources for safety education are of dubious quality. A rating system such as the one developed for this study may be used to identify valuable internet materials.

ABSTRACT FROM AUTHOR


Evaluates the Web site of Charleston County School District, South Carolina. Accessibility; Response time; Information contained in the site.

Objectives: To assess our analytic and technical skills website for accessibility and to make necessary corrections. Methods: We used commercially available software (Jaws and LIFT for Dreamweaver) and an individual with visual impairments to evaluate our self-instructional, analytic, and technical tools. We identified problems in tables, images, multimedia content, PDF files, and links. Results: We repaired the site by using LIFT to make appropriate modifications to the website and tools. Conclusions: Improving accessibility is advantageous for all Internet users. In addition to responding to legislative mandates, accessible web design creates pages that are often more readable, easier to navigate, and faster to download. Improving the accessibility of websites that incorporate charts and graphs strengthens the ability of all members of the MCH workforce to address the core functions. ABSTRACT FROM AUTHOR


Large percentages of web sites continue to be inaccessible to people with disabilities. Since tools and guidelines are available to help designers and webmasters in making their web sites accessible, it is unclear why so many sites continue to be inaccessible. In this paper, we present the Web Accessibility Integration Model, which highlights the multiple points within web development where accessibility can be incorporated or forgotten. It is uncertain why webmasters do not use the various tools and guidelines that currently are available for making web sites accessible. A survey was created, and data was collected from 175 webmasters, indicating their knowledge on the topic of web accessibility and the reasons for their actions related to web accessibility. Findings and future directions for research are discussed. Copyright 2004 Elsevier


Many well-designed studies have shown psychosocial treatments for cancer to be efficacious for improving patients’ quality of life, but the actual impact of these treatments may be limited by low rates of participation. Web-based treatment formats could improve effectiveness by increasing availability and accessibility. Two phases of a feasibility study are reported in this article. In the first phase, we sought to assess internet access and perceived interest in online support among 136 women with breast cancer (June–October, 1999). Levels of interest in participating in an online psychosocial treatment were associated with age, outcome expectancy, and barriers to using the internet but not stage or time since diagnosis. In the second phase, we document accrual rates among several methods of recruitment during a randomized trial (February–December, 2001) and report changes over time in internet access. Recruitment rates were
substantially higher when a study representative was available in clinic to provide information about the treatment than for all other methods of recruitment. Access to the internet increased between 1999 (63%) and 2001 (70%) and varied across age groups. These results suggest that internet-based psychosocial treatments, with notable limitations, are feasible for increasing the impact of psychosocial care. Copyright © 2003 John Wiley & Sons, Ltd.

ABSTRACT FROM AUTHOR

Introduces VirginiaMentor, an Internet-based resource for prospective students, from the Council of Independent Colleges of Virginia and the State Council of Higher Education. Features of the Web site; Multimedia capabilities; Accessibility of the site.

Features various web sites related to the art industry. Information on women artists; Accessibility of the web sites; Educational information for students.

This paper presents an exploratory evaluation of four newly developed web-based modules for post-registration nurses. The topics for the modules were: dermatology; diabetes; mentorship; and prescribing. Study objective: To explore the students’ perceptions of the web-based modules before and after completing the modules. Design: A pre-post test design using questionnaires and group interviews. Participants: 39 students enrolled on the modules, pre-module data were collected on 74% (<f>n=29</f>) and post-module data on 71% (<f>n=28</f>). Findings: None of students had previous web-based education experience. 79% (<f>n=31</f>) completed and 66% (<f>n=26</f>) passed the modules. Students level of IT skills prior to commencing the modules were important in explaining module completion and outcome. The modules were rated highly in terms of achieving learning outcomes with moderate ratings for level of support and utility of learning materials. The content analysis of the interviews highlighted the importance of preparing students ensuring they have the IT and independent learning skills necessary to participate in web-based learning programmes, together with a number of issues relating to the accessibility of the learning materials. The perceived benefits of this mode of learning were that they offered flexible and resource rich learning. The downside was that the learning can be isolating. Conclusions: This form of learning may not be suited to all groups of nurses or all educational topics. Further research is required to establish the educational benefits of different approaches to e-

The Special Educational Needs and Disability Act has amended the Disability Discrimination Act and requires that students with a disability not be discriminated against or substantially disadvantaged by establishments of further and higher education. Academic web site developers must take steps to ensure that their sites fulfil this requirement, and guidance on compliance is provided by the World Wide Web Consortium (W3C) Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines, which offer three levels for assessing accessibility. Tools which give developers feedback on their site are available, but following their recommendations alone will not guarantee SENDA compliance. An audit of UK academic web sites has shown discrepancies between the level of compliance that sites are claiming and that which has been achieved. This would seem to demonstrate that there is a misunderstanding of the requirements necessary to create accessible web sites. This problem is exacerbated by the academic sector's widespread reliance on software accessibility tools, the use of which tends to lead developers to rely on the tools’ quantitative approach when what is required is the inclusion and development of a more qualitative view which prioritises inclusive design from the outset.

(2003). Accessibility. Distance Education Report, Magna Publications Inc. 7: 3. Presents a chart that shows the percentage of degree-granting institutions in the U.S. that use Web sites in their courses and the percentage of those institutions whose Web sites follow accessibility guidelines or recommendations for users with disabilities.


(2003). GLOBALED.com. Distance Education Report, Magna Publications Inc. 7: 5. Features GLOBALED.com, an online subscription-based listing of articles, authors and events for global education professionals. Aim of the Web site and its companion newsletter; Accessibility of the Web service; Future plans for the site.

(2003). SWANSEA GIVES SIZE AND SPEED PRIORITY. Times Higher
Education Supplement: 6.
Features of the website of Swansea University in Wales. Compliance with the Web Accessibility Initiative; Optimization of the site for printing; Use of validation tools.

Presents information on Web sites that provide help in designing Web pages that comply with the requirements of Universal Design. Web site of CAST; List of Checkpoints for Web Content Accessibility Guidelines 1.0; Web site on how people with disabilities use the Web.

Focuses on the online publication of lesson plans in the U.S. Requirements for publication at Teachnet.com; Accessibility of lesson plan in Web sites; List of lesson plan sites. INSET: Submit Your Lesson Plans.

Many Elementary Schools use the World Wide Web (WWW) to disseminate and gather information. On-line barriers limit the accessibility of the WWW for students with disabilities. The purpose of this study was to evaluate the accessibility of Elementary Schools' home pages. A total of 244 Elementary School web sites were located using a popular online directory and evaluated for accessibility. A software program was used to quantify the number of accessibility errors at each site. The results indicated that most (57.4%) Elementary School home pages had accessibility problems, many of which were severe and should be given a high priority for correcting. The good news is that the majority of the errors can easily be corrected. The work reflects a need for Elementary Schools to examine the accessibility of their home pages. Direction for improving accessibility is provided. ABSTRACT FROM AUTHOR

This report from the California Postsecondary Education Commission considers the request by the Governors of the California Community Colleges and the MiraCosta Community College District (MCCD) to secure approval for the Community Learning Center in Oceanside. The MCCD serves a traditionally affluent, white region that has recently become far more diverse, with strong immigration from Central and South
As a result, many adults in the region are deficient in English language skills. Most of the ESL classes in the region were originally offered at the Adult Learning Center in Oceanside. The facility, with enrollment approaching 5,000 students, became overcrowded, and the perception grew that it was substandard. The first phase of the Community Learning Center construction project is complete. The cost for the final phase will be between $5-8 million, with funds coming from the state. The project criteria examined by the Commission include: (1) description and overview; (2) enrollment projections; (3) alternatives; (4) academic planning and program justification; (5) student services and outreach; (6) support and capital outlay; (7) geographic and physical accessibility; (8) effects on other institutions; (9) environmental impact; and (10) economic efficiency. The Commission concluded that the Center should be approved. (Contains 11 references.)


Little is known about the quality and usability of on-line health information. This analysis evaluated smoking cessation Web sites' content quality and usability. Thirty sites were analyzed to determine their adherence to established tobacco cessation guidelines and their accessibility, usability, credibility, and currency. Most explained addiction (86.7%) and mentioned nicotine replacement therapy (NRT) (93.3%) and social support (93.3%). However, few explained potential side effects of NRT (33.3%) or which smokers should avoid using NRT (30.0%). Two sites advocated substituting smokeless tobacco or herbal cigarettes when quitting, and 16 (53.3%) provided information written at greater than an eighth-grade level. Few sites provided a search mechanism (40.0%) or offered text-only versions (30.0%), and most (83.3%) failed to indicate when content pages were last updated. Most sites adhered to established cessation guidelines. A small subset offered erroneous and potentially harmful information. Applying fundamental design principles would improve accessibility, usability, credibility, and currency.


SUMMARY: To increase continuing education accessibility, nurses around the world are turning to Web-based instruction. However, for Internet education to be successful, particularly in developing countries, nurses must have access to computers and the Internet as well as positive attitudes toward this form of learning. As part of a distance education project for nurses of the Tianjin Municipality in China, a survey of nurses was conducted to examine their sources of professional knowledge as well as their computer and Internet access and attitudes. The attitudes of
the nurses were generally positive, and there was evidence of rapidly increasing use of and access to computers and the Internet. This article reports the results of that survey and their implications for Web-based teaching of Chinese nurses.

ABSTRACT FROM AUTHOR

Curry, C. (2003). Universal Design Accessibility for All Learners. Educational Leadership, Association for Supervision & Curriculum Development. 61: 55-60. Focuses on the use of technologies in the Blue Mountain project of Lily Goldberg's universally designed class in New South Wales. Approach of Goldberg to the project; Origins of universal design for education; Consideration given to student diversity in a universally designed environment.

DeLapp, L. R. (2003). Supporting Early Childhood Initiatives: Legislative Strategies for Everyday People. District of Columbia: 37. As states and communities work to improve the accessibility and quality of supports and services for young children and their families, they find that their greatest challenge is in gaining and maintaining concerted attention and resources for planning, financing, implementing, and sustaining high-quality, coherent systems. This brief addresses strategies that parents and other community members can use to influence the basic legislative processes and when to use alternatives to legislation, and includes examples and lessons learned from state and local efforts. The sections of the brief are: (1) "Supporting Early Childhood Initiatives: Legislative Strategies for Everyday People," describing growing concerns about early childhood and when to use alternatives to legislation; (2) "The ABCs of Legislation: Legislative Strategies to Support Early Childhood Initiatives," reviewing the basic purposes and forms of legislation, including statutes, resolutions, and budgets; (3) "Legislative Strategies in Times of Budget Crisis: Case Studies of Caring Communities and Healthy Start," illustrating how advocates for Missouri's Caring Communities and California's Healthy Start influenced their state legislatures to restore some of the programs' funding; and (4) "The Art of Advocacy (for Everyday People)," offering basic guidelines for educating and working with policymakers at all government levels, including identifying the problems, building coalitions, getting to know key policymakers, becoming a source of information, understanding the process, making ideas heard, and supporting policymakers who support the advocate's issues. The brief concludes with a list of additional resources on financing early care and education initiatives. (KB)

Features several Web sites offering information about education. Accessibility of the cats.org.uk for book 'Cats in Classroom'; Offering of Internet museum at connected-earth.com; Recognition of the film 'Whale
There are dozens of reasons why web accessibility may not be high on organizations’ priority lists but the issue should at least be kept in mind by managers in information technology industry. At issue most often with web accessibility is vision impairment. Problems arise when, for example, graphics and images don’t have associated alternative text, or colors are used to convey meaning. People with hearing, mobility and cognitive challenges may also require that web content be coded to meet their needs. Companies that want to make it as easy as possible for their internal and external customers to use the corporate web site to research, buy and sell are building virtual access ramps to their sites as part of the web development and upgrade cycle.


Offers advice on sprucing up a Web site. Programs for creating and maintaining Web sites; Guidelines in improving navigation, usability and accessibility; Reasons for redesigning a site.

Reports on the inauguration of EduServ Grants Programme in Great Britain. Compliance of website accessibility requirement; Right for disabled students to education and training; Purchase of sitewide license.

Features Kids' Review, a literary Web site that helps school children find stimulating reading materials to improve their critical skills in Great Britain. Approval of the site through the Curriculum Online content provider; Accessibility of resources for library sessions; Details of the different areas of the site.

Abstract Adults with learning disability pose an educational challenge for
teachers and support workers. They frequently have limited skills in reading and writing, and may find it difficult to pay attention to topics of little interest to them. Nevertheless, they can be keen to use new technology, and often have hobbies and interests that are catered for on the Internet. This article describes a project aimed to highlight the advantages and weaknesses of web-based learning for adults with learning disability, and to suggest improvements. Eight students with mild to moderate learning disability were helped to find websites related to their interests, and supported in creating multimedia work linked to those sites. Results showed the powerfully motivating effect of the websites for students, but highlighted the access difficulties posed by websites for such students. Further work in this area is needed, to develop strategies for exploiting the motivating effect of websites, and to improve the accessibility of sites for people with low literacy levels.

**ABSTRACT FROM AUTHOR**


Features several software products that offer tips for making Web sites easier to access. Windows 2000 Accessibility Tutorials from Microsoft Corp.; WebAIM How-To Tutorials from Web Accessibility in Mind; Accessibility Checkers from The Watchfire Corp. and Web Accessibility in Mind.


Evaluates the computer-assisted teaching material unitedstreaming. Focus of the curriculum; Features of the teaching tool; Accessibility of the material from a Web-enabled computer.


Argues that when library Web sites comply with accessibility guidelines for people with disabilities that the sites work better for everyone. Other items for people with disabilities that have benefitted others; Standards for accessibility, including the recommendations of the Web Accessibility Initiative of the World Wide Web Consortium, and Section 508; Benefits of accessible Web sites, such as that they can be read by screen reader software, that people without mice can use accessible pages with small screens, huge screens, low-resolution screens, no screens, or text-only screens, and that intuitive navigation helps everyone, disabled or not.

The Americans with Disabilities Act (ADA), and Sections 504 and 508 of the Rehabilitation Act, prohibit discrimination against people with disabilities in all aspects of daily life, including education, work, and access to places of public accommodations. Increasingly, these antidiscrimination laws are used by persons with disabilities to ensure equal access to e-commerce, and to private and public Internet websites. To help assess the impact of the anti-discrimination mandate for educational communities, this study examined 157 website home pages of Iowa public high schools (52% of high schools in Iowa) in terms of their electronic accessibility for persons with disabilities. We predicted that accessibility problems would limit students and others in obtaining information from the web pages as well as limiting ability to navigate to other web pages. Findings show that although many web pages examined included information in accessible formats, none of the home pages met World Wide Web Consortium (W3C) standards for accessibility. The most frequent accessibility problem was lack of alternative text (ALT tags) for graphics. Technical sophistication built into pages was found to reduce accessibility. Implications are discussed for schools and educational institutions, and for laws, policies, and procedures on website accessibility. Copyright © 2003 John Wiley & Sons, Ltd.


Mash, S. D. (2003). Linear Thinking Pulverizes Pulcifer's Predicament. Education Digest, Prakken Publications. 69: 43-51. Focuses on the effects and consequences of the availability and accessibility of research materials on the Internet. Predictions on the occurrence of book-free learning; Inadequacies and lack of integrity of research information from the Web; Confrontation of the consequences of the linear habits of thought; Discussion on the problem with Web-surfing; Availability of vital learning in books.

graduate medical education (GME) programs on the internet and the degree to which web-based resources are currently being utilized by American Ophthalmology training programs. Design: Prospective sampling of internet postings of ophthalmology GME programs. Methods: Ophthalmology residency programs listed in the American Medical Association Fellowship and Residency Electronic Interactive Database (FREIDA) online website (<INTER-REF LOCATOR="http://www.ama-assn.org/ama/pub/category/2997.html" LOCATOR-TYPE="URL">http://www.ama-assn.org/ama/pub/category/2997.html</INTER-REF>) were evaluated. Departmental websites were accessed either directly from the FREIDA website or from one of eight search engines or four metacrawlers utilized in the study. Each site was evaluated for the presence, extent, and type of postings in the following categories: residency, medical student resources, faculty, patient care, video utilization, and links. Results: Departments with websites numbered 102 (83%). Specific posting rates were residency 84%; medical student resource 12%; faculty 72%; patient care 69%; video 2%; links 70%. Conclusions: Most departments have websites, but only a small number have postings in all categories. Copyright 2003 Elsevier
Interactive Instructional Concepts" (Darla Runyon); "How To Develop Streaming Multimedia Lecture Presentations" (Thomas Keefe); "Making Your Blackboard Courses Talk!" (Tim M. Burcham); "My Beloved Blackboard: Teacher Empowerment for Students' Success" (Elizabeth Caplan-Carbin); "The Best of Two Worlds: Combining ITV and Web Quests to Strengthen Distance Learning" (Charmaine Mosby); "Developing a Cooperative Online Degree Programs--The Practical Mechanics" (Darla Runyon and Roger Von Holzen); "Institutional, Public and Individual Learning Dynamics of the Andy Holt Virtual Library" (Robert Peckham); "AML: A Beginner's Guide" (Robert Hallis); and "The Wrinkle in Your Research and Teaching: Copyright, DMCA, Guidelines, and Public Domain" (Susan Alexander and Diane Baird). (MES)


The purpose of this guidebook is to assist education agencies and organizations--which include state education agencies or state departments of education, school districts, and schools--in the development, maintenance, and standardization of effective Web sites. Also included is a detailed examination of the procedures necessary to provide adequate security for the Internet "node" (connection point) and the network that sends information from computer to computer in the education agency. The book opens with a discussion of the possible content for Web sites at various levels of the education environment. The first chapter emphasizes that the content is the first consideration when the agency decides it wants to build a Web site. Practical considerations necessary for the development and maintenance of a Web site are discussed in chapter 2, including the rationale for Web publishing standards and guidelines for Web site content. Chapter 3 discusses some policy issues to be addressed when considering federal, state, and local regulations. Chapter 4 explores issues that face an agency as it decides whether to develop and host a Web site internally or to outsource the process, and presents guidelines to assist in selecting qualified vendors for outsourcing as well as the hardware and software that will be needed. Chapter 5 describes the procurement process and outlines three approaches to developing bid requests: technical specifications, request for qualifications, and request for proposals. Chapter 6 sorts out the complexities of network security and addresses hardware, operating system, and software security protocols. The first five chapters are intended primarily for administrators, while the sixth chapter is written primarily for network administrators and others who are responsible for ensuring that the agency's data are secure and the equipment operational. Several appendixes provide definitions of and information on: the Internet, local area networks, connecting to the Internet, Internet addresses and domains; sample policies and procedures; World Wide Web Consortium
Web Content Accessibility Guidelines; information on how a secure local area network receives a "packet" from the Internet; and references. A glossary is also provided. (Contains 23 references.) (AEF)


Presents a list of net and wall games Web sites. Features of the United State Handball Association site; Accessibility of the squash site; Categories of the pickle-ball Web site.


This pamphlet discusses open courseware, exploring its origin and educational potential. "Courseware" includes educational software and electronic course materials. "Open courseware" describes courseware that gives users a significant degree of openness (or accessibility) to these course materials. The courseware provides a technological and legal framework to deliver course materials to teachers and students on demand, holding the potential to overcome economic, temporal and geographic obstacles. This document reviews general strategies and methods for integrating open courseware into the curriculum and examines this courseware's permitted uses and education potential. Unlike other electronic education materials, open courseware is distributed without charge and is disseminated electronically, rather than through printed media, to keep costs down. The document discusses the original source material used in open courseware and cautions that open courseware is copyrighted and is not therefore in the public domain. It describes the typical components of this courseware, as well as the various formats in which it is found. Since each teacher is unique, open courseware serves a valuable role by being adapted into a curriculum in varying degrees of completeness and complexity. Three case studies that demonstrate the use of open courseware are provided. (RJM)


The Internet provides individuals with disabilities numerous tools to live independently. In the convenience of the home, a person can access an abundance of information, an electronic community, updates on the latest disability advocacy news, education through distance-learning classes, and on-line shopping for books, clothes, assistive technology, and a host of other consumer goods. Centers for Independent Living (CILs) are consumer-run, non-profit grassroots disability service organizations at the forefront of the disability rights movement. Providing services to
individuals across the range of disabilities, CILs have begun to use the Internet as a complement to their traditional service delivery methods. This article examines the emerging trend of independent living services on the web. The investigation examines 200 CIL Internet sites across the United States during the period of April to August 2001. Information is collected and analyzed about how CILs are using the Internet to provide their services and programs. In addition, the article examines the technological accessibility of their web sites. Implications of the findings for CILs, consumers with disabilities, and disability policy are examined. Copyright © 2003 John Wiley & Sons, Ltd.

Roach, R. (2003). Most Government Web Sites Too Advanced, Survey Says. Black Issues in Higher Education, Cox Matthews and Associates Inc. 20: 38. Reports the result of a survey released by the Taubman Center for Public Policy at Brown University concerning the readability of government Web sites in the U.S. Grade level at which average government sites are written; Web sites that are written at the 12th-grade level; Percentage of state and federal Web sites that satisfied the W3C standard of Web site accessibility.


Ryan, E. F. (2003). Counseling Non-Traditional Students at the Community College. ERIC Digest. California: 4. Within the community college setting, counselors in counseling centers have historically provided academic advising, career guidance, and personal counseling. Today, however, the profile of the typical community college student is very different from that of the student of 40 years ago, when counseling centers originated. Today's community college students are often older, part-time commuter students who work and may have familial obligations. Given this change in demographics, there is an increasing concern that the established theories and practices used in counseling are problematic, since they are based on the experiences of traditional college students. Older students have greater responsibility, and women historically have been marginalized in the academy. Minority and immigrant students have needs that often differ from the traditional student as well. Researchers suggest additional studies of nontraditional learners, using the results to provide training and workshops for faculty, staff, and students. Do (1996) urges community colleges to recruit bilingual and bicultural counselors. Helfgot (1995) argues that investment in technology will improve the accessibility and quality of counseling. This digest notes that educators must also deal with these issues in the light of
limited resource availability. (Contains 14 references.) (NB)


Presents several inquiries related to education in Great Britain. Role of school managers in the dispute among education colleagues; Issues on the accessibility of the students to pornographic Web sites; Breach of health and safety.


The internet provides almost unlimited opportunities for accessing information and on-line services. The government of Canada is restructuring its services to take advantage of this medium. While web-based distribution of visual maps has been a reality for several years, production of maps for people with special needs poses new challenges, as additional accessibility requirements have to be met. This paper shares the Canadian experience of developing accessible tactile and audio-tactile maps for blind and partially sighted people. 'Government On-Line' involves partnerships between government departments to develop a portal specifically tailored to providing information and services for people with disabilities, their families, care givers and service providers. The Mapping for Visually Impaired Web site is an integral part of this broader initiative providing tactile maps for education, mobility training, transportation and tourism. Additionally a Web-4-All project will facilitate learning about Canada's geography and improve mobility options for blind and partially sighted people.

**ABSTRACT FROM AUTHOR**


Compares Web-based with Web-enabled student information systems. Accessibility; Deployment; Software updates and maintenance.


Features several projects highlighting technological access to libraries for the disabled. Promotion of ways to make the web more usable for people with disabilities; Web accessibility; Barriers to access to information by the disabled.


This report summarizes outcome measurements pertaining to 10 mission and strategic planning focus goals of Westchester Community College (New York). Topics include accessibility, academic programs, faculty,
lifelong learning, sensitivity to a diverse community, facilities and physical plant, marketing and recruiting, retention, revenue enhancement and restructuring, and academic technology. After providing an overview of the College, outlining the format for the study, and presenting a list of the College's peer institutions, the authors present relevant institutional data for each of the topics listed above. With respect to accessibility, the report states that Westchester Community College has the lowest tuition of all 10 colleges in Westchester County, and the percentage of minority student enrollments has increased significantly over the last decade from 25% in 1990 to 37% in fall 2000. The College has the highest percentage of minority enrollment among the 30 community colleges in the State University of New York system. The measurements utilized to evaluate the quality of Westchester's academic programs include the quality of academic and classroom experience, expenditures on instruction, curriculum innovation, campus computing programs, distance learning online, remedial education, and English as a Second Language programs. The report concludes with a summary of the findings, identifying areas for improvement (e.g., student retention). (RC)

Reports the extension of collegiate member of Music Education National Conference access to 'Members only' site. Order of resources online at member cost; Accessibility to job sites; Online publication of Update, JMTE and GMT.

Provides an insights on the designation of the school district Web site for its tri-purpose information. Accuracy of the information; Protection of the equipment; Accessibility of the students on the computer system.

Reports the availability of Classes4u.org web site. Level of courses in web site development; Accessibility of the site to students; Teachers of the course.

Reports the approval of the section 508 of the Rehabilitation Act of 1973 in the United States. Need for federal government technology purchasers to comply with the regulation; Use of text-to-speech software in reading federal web pages by the blind; Integration of the standards into the product lines of Hewlett-Packard, IBM, Canon and Adobe.
Features several web sites relevant on education. Accessibility of just4kids.org web site; Information provided in usatodaycollege.com; Courses offered in math-kitecture.org.

Features the web-based educational system called Integrated Classroom from Bigchalk. Specifications; Hardware requirement; Accessibility of the system.

The Visual Communication Division of the proceedings contains the following 7 papers: "Photography Editors as Gatekeepers: Choosing Between Publishing or Self-Censoring Disturbing Images of 9-11" (Renee Martin Kratzer and Brian Kratzer); "Jane Campion's 'The Piano': The Female Gaze, the Speculum and the Chora within the H(y)st(e)rical Film" (Jaime Bihlmeyer); "Newspaper Photo Editors' Perceptions of Women Photojournalists" (Ken Heinen and Mark Popovich); "Sex Appeals That Appeal: The Moderating Role of Women's Sexual Self-Schema in the Accessibility of Sexual Constructs in Memory" (John Davies, He Zhu and Brian Brantley); "Perceptions, Exceptions, and Stereotypes: Visual Representation and the 'Monster's Ball'" (Yolanda R. Cal); "Visual Components of Source Credibility for Non-Profit Organizations on the World Wide Web" (Linda Jean Kensicki); and "Evaluating Animated Infographics. A Step Towards Multimedia Research: An Experimental Approach" (Klaus Forster, Sabine Stiemerling and Thomas Knieper). (RS)

Reports on states using the Web to report special education data in the U.S. Incompatible or limited data systems; Accuracy and accessibility of data; Diversity of data needs.

This profile of Alberta's adult learning system draws together information from widely different sources for the period 1994-1995 to 1999-2000. The profile looks at Alberta's system relative to those in other jurisdictions in Canada and discusses emerging trends and issues. The profile provides a context for discussing policy and program directions to help improve Alberta's postsecondary education system. The profile is presented in relation to four key outcomes that support Alberta Learning's business plan goal of providing high quality learning opportunities to Albertans:
accessibility; affordability; responsiveness and flexibility; and innovation through research excellence. The profile shows that Alberta's adult learning system provides learners with a comprehensive range of credit and noncredit opportunities delivered through public, private, and community-based providers, which include 23 public, board governed institutions and more than 150 private colleges. There are more than 150 nonprofit voluntary organizations providing noncredit adult learning opportunities in Alberta. The profile also traces key events in the development of the province's adult education system. Three appendixes provide additional information in a summary of the data, a statement of Alberta's tuition fee policy, and a glossary. (Contains 13 tables and 50 figures.) (SLD)

This report from the Community College of Baltimore County (CCBC) (Maryland) provides information on the following topics: accessibility and affordability, student success, diversity, support of regional economic and workforce development, effective use of public funding, and community outreach. The report notes that CCBC experienced a 6% increase in full-time-equivalent enrollment (FTE) and a 3% increase in the unduplicated number of credit students in fiscal year 2002. Student success initiatives described in the report include program-level efforts designed to increase retention and an institutional-level examination of graduate satisfaction with transfer preparation. In a discussion of diversity, the author notes that "embracing diversity" is one of the eight strategic directions for the college and that minority students have been the fastest-growing proportion of the CCBC's credit-student body (now making up 31% of the students enrolled in credit programs). The report also describes the specifics of a Title III grant awarded to the college that supports a college-wide learning assistance/developmental education program. The final section of the report summarizes the impact of CCBC community outreach initiatives. This discussion focuses on public school partnerships, programs sponsored by the Continuing Education and Economic Development division, and state government initiatives. (RC)

This 14th annual ED-MEDIA conference serves as a multi-disciplinary forum for the discussion and exchange of information on the research, development, and applications on all topics related to multimedia, hypermedia and telecommunications/distance education. ED-MEDIA, the premiere international conference in the field, spans all disciplines and levels of education and attracts more than 1,000 attendees from over 50 countries. This document contains papers from attendees representing
researchers in over 60 countries, with 162 Full Papers, 255 Brief Papers, and 220 Posters. The focus of ED-MEDIA is technology in education with many different approaches to using the available technology for the realization of educational aims. Topics of papers include: evaluations of new teaching designs, techniques and tools; case studies on the use of technology in physical or virtual classrooms; discussion of new technologies and applications; applications of educational technology in a variety of disciplines; theoretical considerations of the motivations and impact of technology; partnerships and cooperative programs; and accessibility issues for the disabled. There are 2 poster sessions (with 225 posters), 10 panels, workshops, and an evening of special interest group (SIG) sessions. (AEF)

Bate, F. and R. Oliver (2002). Beyond W3C: TruVision--Enhanced Online Learning for People Blind or Vision Impaired. Australia Western Australia: 7. This paper describes the design and development of TruVision, an online learning environment designed to enable blind and vision impaired students to develop skills and expertise in elementary and advanced information processing strategies to enable them to seek full-time employment within industry in such positions as administrative assistants, Help Desk personnel and data entry operators. Truvision is a product within The Flexible Learning Toolboxes Project, a component of the Australian Flexible Learning Framework for the National Vocational Education and Training System 2000-2004 (AFL Framework). The AFL Framework is designed to support the accelerated take-up of flexible learning modes and position Australian VET as a world leader in applying new technologies to vocational education products and services. This paper describes the TruVision product and showcases its innovative design based on very stringent accessibility needs and guidelines. (Author)

Beck, P. (2002). GlobaLinks: Resources for Asian Studies, Grades K-8. Ohio: 225. The growing accessibility of the Internet in schools and homes has removed borders and barriers to learning. Schools can maximize students' multicultural experiences by developing curricula that heighten global consciousness and responsibility. This book seeks to offer current resources that are available for purchase or through school and public libraries that help fulfill national standards for social studies, geography, language arts, information literacy, science, technology, life skills, and character education. The book is intended as a guide for unlocking the treasures of Asia's history, people, culture, and environment. Part 1 offers specialized resources on Asia, grouped into sections on Central Asia, East Asia, Southeast Asia, Southern Asia, and Southwest Asia. It begins with general Asian fiction; folktales, fairy tales, myths, and legends; nonfiction and reference; Asian Americans; and videos if there are extensive
resources. There are also subdivisions by genre. Part 2 lists Asia resource Web sites for specific countries. Part 3 lists e-mail addresses and listservs available for key pal/pen pal projects for classroom collaborations or individual pursuit. Appendix A includes World Resource Web sites that can be used for research of specific Asian countries. Appendix B contains a Web site by title index. Appendix C lists short story and folktale titles mentioned in annotations. (Contains author/illustrator, title, and subject indexes.) (BT)


This study examined planned change in Winston-Salem State University's teacher education program. An external review of the School of Education indicated a weakness in program planning and curriculum design. This review stimulated planned change initiative to strengthen teacher education. Factors influencing the internal environment of teacher education were noted, including uneven student performance on Praxis II examinations. In examining this uneven performance, researchers determined that instruction was a function of the preferences of whichever faculty member taught each course. In many cases, faculty did not utilize recommended standards or principles. Researchers worked to re-design the special education curriculum and seek pilot-test status for NCATE 2000 standards with their scheduled accreditation visit. Neither initiative generated the necessary change, so a PT3 grant, Technology Infusion Project, was secured. The project emphasized professional development for faculty and cooperating teachers, providing workshops on curriculum alignment, computer skills, and multimedia technology use. Over time, training became more sophisticated. Two years of evaluation data suggest that teachers found the workshops useful. The workshops resulted in enhanced student performance. Teachers felt more competent in curriculum design, assessment, and computer utilization. They appreciated the opportunity to network. Quality and accessibility of technical support were significant factors in participants' skills and knowledge acquisition. (Contains 22 references.) (SM)


Parental perspectives on family learning were examined through focus group discussions with parents who had participated in family learning courses at a nursery school, primary school, secondary school, and family support center in London, England. Five focus group discussions with a total of 25 family learning course participants, 2 in-depth interviews with family learning course participants, and 1 focus group discussion with 4 nonparticipating parents were conducted. The "participating" parents conceptualized family learning very broadly, as an entity involving a wide
network of people, activities, and places. The "participating" parents saw family learning as a means to gaining qualifications, improving their employment situation, increasing their stimulation, increasing their contact with others, gaining more confidence, and enabling them to teach their children more and better prepare them for their future. The barriers to participation in family learning cited by the "participating parents" included lack of time, lack of physical and financial support for child care, and poor accessibility/availability of courses. Compared with the "participating parents," the "nonparticipating" parents conceptualized family learning very similarly but cited many more disadvantages of and barriers to participation. Twenty-one recommendations regarding the marketing, design, and delivery of family learning programs were formulated based on the focus group findings. (Contains 23 references.) (MN)

Burgstahler, S. (2002). Bridging the Digital Divide in Postsecondary Education: Technology Access for Youth with Disabilities. Information Brief. Minnesota: 6. This issue brief discusses the barriers to technological access for students with disabilities. Challenges for bridging the digital divide are discussed and the following recommendations are provided: (1) stakeholders should have access to training so they can design and select accessible facilities, utilize computers and software, purchase appropriate assistive technology, and ensure that students with disabilities use technology for their maximum benefit; (2) policies and procedures should be established at all academic levels to ensure that universal accessibility is considered when electronic and information technology is procured; (3) policies, procedures, training, and support should be established at all educational levels to ensure that Web page, library resource, and distance learning program developers make their electronic resources accessible to everyone; (4) interagency collaboration planning, funding, selecting, and supporting assistive technology should be fostered; (5) students with disabilities should be included at all stages of technology selection, support, and use, so that they learn to self-advocate; (6) students with disabilities at high school and college levels should participate in internships where they can practice using technology in work settings; and (7) policy makers should disseminate information about current laws, policies, and resources that are universally designed to meet the needs of various stakeholders. (CR)

Campbell, C., J. Harvey, et al. (2002). Philanthropic Due Diligence: Exploratory Case Studies To Improve Investments in Urban Schools. Washington: 43. This paper is designed to help funders avoid some of the pitfalls of embarking on major reform efforts in troubled urban districts, proposing exploratory case studies as a tool to improve philanthropic giving. The paper explains what is behind the two major flaws of philanthropic investment (not knowing how one thinks schools will improve and not knowing who one is working with). It also describes exploratory case study
methodology, focusing on the analysis, criteria for judging a theory of change, and due diligence regarding investing in the reform of urban school systems. Two examples of this methodology in action are presented. The San Diego, California case focuses on intensive professional development in a centralized reform. The Denver, Colorado case examines how an over-reaching board threatens fragile reform. For each example, the paper notes how funders can use the information. The paper concludes by describing several advantages of the exploratory case study method, including its accessibility, that it contains rich information, can point out gaps in strategies and build contacts, and that it allows the reader to see the whole picture. Three appendices contain exploratory case study methods, exploratory case study of San Diego, and other areas for funders to investigate. (SM)


As Web-based courses using videos have become popular in recent years, the issue of managing audiovisual aids has become noteworthy. The contents of audiovisual aids may include a lecture, an interview, a featurette, an experiment, etc. The audiovisual aids of Web-based courses are transformed into the streaming format that can make the quality of Internet-based videos acceptable to learners using a limited bandwidth. Although streaming technique enables learners' accessibility of audiovisual aids over Internet, the usage of audiovisual aids still totally adheres to instructors' perspectives. In fact, distance learners can contribute ideas not only in text format, but also in audiovisual format. However, previous research has not considered the feasibility of audiovisual aids contributed from distance learners. This paper argues that the usage of audiovisual aids from distance learners' perspectives should be considered in designing Web-based courses. To demonstrate this concept, this paper first introduces a screen camcorder tool that enables learners to record screen activity as videos in standard format or streaming format. Then, a collaborative learning strategy called Jigsaw II is applied to encourage expertise group streaming videos for training other learners. Finally, a preliminary survey of technology acceptance is implemented on 37 learners. Results confirm the feasibility of audiovisual aids contributed from distance learners. (Contains 13 references, 2 figures, and 2 tables.) (Author)


This study examined data from focus groups with New York City adolescents and interviews with health care providers serving New York City adolescents (hospital based clinics, school based health centers, child health clinics, community health centers, and a multi-service
adolescent center) in order to determine how to promote health and reduce risk. Results indicated that the breadth, cost, and accessibility of health services provided to adolescents depended on the setting they selected to obtain care. The results highlighted five areas of concern in adolescent health: ensuring confidential treatment for adolescents, fragmentation of services, limited resources for health education and outreach, the health practitioner/adolescent relationship, and physical and structural barriers that make many health clinics less than adolescent-friendly. Recommendations are provided regarding the most common ways adolescents learn about health services; clinic environments; preferred appointment policy; health education; parental involvement in teen health decisions or treatment; relationships with primary care providers; and confidentiality. Three appendices present the site visit questionnaire, data questionnaire, and questions presented to teen focus groups. (SM)

Corcoran, C. K. and S. D. Corcoran (2002). ACCESSIBLE WEB SITES: WHY THEY'RE IMPORTANT AND WHERE TO BEGIN. About Campus, Jossey-Bass, A Registered Trademark of Wiley Periodicals, Inc., A Wiley Company. 7: 21. Discusses factors needed to make Web sites accessible to each and every user in higher education institutions. Choices in Web site design that will assist all users; Influence of software and design on accessibility; Accessibility software features that have been added to commonly used development and Web-based programs; World Wide Web Consortium's (W3C) comprehensive set of accessibility guidelines for Web designers.

Croft, D. R. and M. W. Peterson (2002). An Evaluation of the Quality and Contents of Asthma Education on the World Wide Web. CHEST, American College of Chest Physicians. 121: 1301. Study objectives: To measure the accessibility and quality of currently available asthma education World Wide Web sites using the following criteria: accessibility by readability, language, and download time; information quality based on inclusion of core educational concepts and compliance with Health On the Net (HON) principles; and utilization of innovative technology. Design: Objective evaluation of 145 Web sites. Measurements and results: Four search engines or directories (Yahoo, HON, Alta Vista, and Healthfinder) were searched for "asthma, patient information." A maximum of 50 Web sites from each search engine or directory was evaluated. Only 90 of the 145 Web sites actually contained asthma educational material. The mean (± SD) time necessary to open each Web site on a 28.800-bits-per-second modem was 33.6 (± 36.6) s. The mean number of graphics on the Web sites was 24.6 (± 30.2) files per page. The educational material required a mean reading level beyond the 10th grade. Only nine Web sites contained multilingual asthma education material. The mean number of HON principles with which the Web sites conformed was 6.3 (± 1.0) of 8 principles; 14 Web sites
conformed to all the HON criteria. The average Web site contained 4.9 (± 2.5) of 8 core asthma educational concepts, and only 20 Web sites contained all 8 educational concepts. Very few Web sites utilized innovative educational technology. Conclusions: While patient asthma education Web sites are common, asthma educational material contains many accessibility barriers, is highly variable in quality and content, and takes little innovative use of technology. Patient educational material currently available on the World Wide Web fails to meet the information needs of patients.

ABSTRACT FROM AUTHOR


Within individual countries, the paths toward increasing educational attainment are not always linear, and individuals are not equally affected. Differences between boys' and girls' educational attainments are a common expression of this inequality, as boys are more often favored for continued schooling. This paper examines the importance of birth cohort, sibship size, migration, and school accessibility in explaining both the gender gap and its narrowing in secondary schooling in one district in northeast Thailand between 1984-1994. Birth cohort is a significant explanation for the narrowing of the gender gap. Migration, sibship size, and remote village location are important explanations for limited secondary education opportunities, especially for girls. (Contains 70 references.) (SM)


This report describes a program for increasing academic growth through motivating students to read. The targeted population includes kindergarten, first, third, and high school special education students. The lack of motivation in reading was documented through data revealed by pre-surveys and post-surveys of students' interest in books. Analysis of probable cause data reveals that reading performance could be affected by lack of parental involvement, accessibility to a public library, and the value of books in the students' home. Students from low-income families lack appropriate book and reading materials in their home. A review of literature solutions states results in the selection of several categories of intervention. In order to determine the effects of the intervention, teachers kept records that tracked reading logs, grades, journals, participation, and parent involvement. Comparisons of the results of the pre-test and post-test intervention surveys provide an insight to changes of student attitudes towards reading. Students demonstrated a slight improvement in their enjoyment of reading. The motivation of students is greatly affected by the support at home. (Contains 44 references and 4 tables of data. Three appendixes contain the following: the student reading survey; an Individual

With the rapid development in technology and learning methods, delivery of content is becoming more computer-dependent. Learning has advanced to interactive learning, problem-based learning (PBL), self- and peer-teaching, and web-based learning among others. The Hong Kong Polytechnic University hosted its low vision rehabilitation course on its in-house website in collaboration with the University of Houston, College of Optometry. Web course tools (WebCT) was used to stimulate students and deliver content on the subject of low vision rehabilitation. The site acts as a reference source for course material and laboratory instruction. It includes self-tests, quizzes, diagrams, photos, and some animated simulations for students to better understand and assimilate low vision rehabilitation concepts and principles. With web-based learning, low vision concepts and become easier and more fun. Data gathering, grading, and analysis can be more efficiently performed with advance planning and programming. The use of WebCT and similar platforms holds promise for greater accessibility to low vision rehabilitation content worldwide.

ABSTRACT FROM AUTHOR


This paper examines how teachers, as educational designers, can utilize universal design for learning (UDL) concepts. UDL is a comprehensive approach to the design of educational systems that addresses elements necessary for the achievement of desired educational goals and objectives: elements such as equity among the participants, environmental supports, and the coupling between participant abilities and task requirements. The essential principles of UDL, which work synergistically, are: equitability, ergonomic soundness, perceptibility, cognitive soundness, error management, flexibility, and stability/predictability. The UDL principles presented in this paper draw from Enabling Technology Laboratory experiences as well as the knowledge and experience of many individuals, ranging from educators to engineers. Educational designers can systematically apply UDL principles to create more efficient and effective educational environments. (Contains 15 references, 1 table, and 7 figures.) (Author)


Schools and school districts across the United States are establishing and expanding foreign language programs. Although most programs are found at the secondary school level, an increasing number are being established in elementary schools. A survey by the Center for Applied Linguistics
indicates that 31% of U.S. elementary schools are offering foreign language instruction, up from 22% a decade ago. In the late 1990s, the U.S. Department of Education funded an effort to identify early foreign language programs that could serve as models for schools or districts interested in establishing or enhancing early-start, long-sequence foreign language programs. Seven model programs were identified through a nomination and selection process informed by the national standards for foreign language education and by research on effective language instruction for elementary and middle school students. The programs selected met specified criteria in the areas of curriculum, outcomes, ongoing evaluation, coordination with content areas, articulation from elementary to secondary school, accessibility, student diversity, professional development opportunities, and community support. Although the seven programs represent a range of program models and instructional strategies, they had a number of critical elements in common. This digest describes these elements, which are deemed key to the long-term success of early foreign language programs. (VWL)


Objective: To determine the informational content of nine pharmaceutical company websites about the antidepressant medication marketed by the company. Method: A structured, explicit review of materials found on pharmaceutical company websites about nine antidepressants for which no generic drug is available was conducted using eight popular search engines. The accessibility of these websites was also determined using these search engines. Results: Of 72 searches (one for each drug using each search engine), 46 yielded the pharmaceutical company website within the top 10 links. When outliers were removed, the company website was found in the top 10 links for 45 of 56 searches. All of the websites contain information of an advertising and emotive nature. Of the nine company websites, three contain anecdotal information; only two mention electroconvulsive therapy and four mention other types of drug therapy; and only one mentions the tradenames of other drugs. None of the websites mention drug costs, only one has efficacy statistics for the company's drug and, although all of the websites mention at least one adverse effect of the company's drug, only one lists percentages for adverse effects. Conclusion: The information about drugs for treating depression on pharmaceutical company websites aimed at consumers is limited and makes it difficult for consumers to compare drugs.


This resource guide describes approaches to evaluating the mediation of
special education conflicts, especially the use of participant questionnaires in evaluating mediation programs. Section 1 establishes the evaluation context and lists 10 action steps in the design and implementation of an evaluation plan. Section 2 addresses issues for consideration in the evaluation process, including: (1) the use of questionnaires for evaluating mediation; (2) accessibility of data collection formats for inclusion of diverse participants; (3) maintenance of confidentiality for participants, identification of key performance measures of mediation; and (4) guidelines for survey data analysis. A table identifies key performance areas and 2 to 5 key performance issues for each performance area. Section 3 offers a structured approach to evaluating mediation using the key performance areas and performance issues. Provided for each performance measure is a definition and brief discussion, a sample question related to the measure, and suggested strategies for improving the performance area. Performance areas (and sample performance issues) include the following: program efficiency (cost to participants); program effectiveness (outcomes of mediation); mediation process (appropriateness and usefulness); and mediator performance (skills of the mediator). Three appendices include a sample exit survey and a sample cover letter. (Contains 11 references.) (DB)


The usage of SVG (Scaleable Vector Graphics) creates new possibilities as well as new challenges for the accessibility of Web sites. This paper presents a metadata vocabulary to describe the information content of an SVG file geared towards accessibility. When used with a suitable tool, this metadata description can help in generating a textual (linear) version of the content, which can be used for users with disabilities or with non-visual devices. Although this paper concentrates on SVG, i.e. on graphics on the Web, the metadata approach and vocabulary presented below can be applied in relation to other technologies, too. Indeed, accessibility issues have a much wider significance, and have an effect on areas like CAD, cartography, or information visualization. Hence, the experiences of the work presented below may also be useful for practitioners in other areas.


Educators and politicians in Texas have played significant roles in pushing early reading instruction from one extreme position to another through shifts in textbook adoption requirements. These policy actions are shaping a national curriculum for reading. The current study looks at changes in texts for beginning reading instruction that resulted from the Texas state mandates for more literature-based teaching practices and materials. It posited the following research questions: What are the general features of
the first-grade pupil texts in the Year 2000 programs with respect to instructional design, accessibility, and engaging qualities?; and in terms of these features, how are the Year 2000 programs different from the programs approved in the Texas 1985 and 1993 adoption cycles? This report describes some of the ways in which these changes have influenced instructional practices. The report focuses on the Texas state basal reading adoption for the year 2000 and the impact of these new mandates on program features. It states that analysis of the data for the Year 2000 focused on the three major factors identified as theoretically important: instructional design, accessibility (decodability and predictability), and engaging qualities. Appended are: CIERA Text Analysis Variables; and Texas Education Agency Text Analysis Procedures. (Contains 1 figure, 13 tables, and 32 references.) (NKA)


Describes a World Wide Web-based process to improve social work practice in New Mexico. Attempts to reduce the gap between research and practice; Enhancement of overall advancement in client care; Accessibility of social work practice to practitioners.


The world-wide web is at the centre of the current revolution in information technology. Its very nature uniquely gives unrestricted access to vast amounts of information in a wholly unregulated way. This has profound implications for health professionals and a potential democratising effect for patients in obtaining information about their condition. As a force for health education, this potentially has enormous benefits which will ultimately depend on the accessibility and accuracy of this information. Here Chestnutt objectively assesses the information available on the world-wide web for patients concerning periodontal disease and its treatment. Given the importance of patient motivation and compliance in periodontal treatment, this is obviously an area of potentially considerable importance. The protocol adopted simulates a real patient-centred search for information using three search engines. It will not be a great surprise to any who have search the world-wide web for all sorts of information that firstly 3,615 and of these approximately 50% of the top 150 were relevant to the nature of the search. It was encouraging to find that most of the relevant sites contained information that was assessed as in accordance with conventional periodontal practice. It also underlines one of the limitations of such a search engine driven requests for information in that the ranking of sites does not reflect the criteria that dental professionals might use to rank the value and accuracy of sites. Most particularly the absence of consensus and peer review for most sites is possibly a severe
limitation on their value. The study raises a number of issues which need to be looked at further in the future. Firstly, it would be interesting to know the relative credence given by patients to information they obtained from such web sites. Secondly, health professionals need to familiarise themselves with the sort of information available on the web and to be in a position to...ABSTRACT FROM AUTHOR

Human Resources Development Canada Ottawa (Ontario). [BBB33030] (2002). Knowledge Matters: Skills and Learning for Canadians. Canada’s Innovation Strategy. Canada Ontario: 60. This paper outlines the skills and learning challenges that Canada faces to ensure it meets its skills and learning requirements for the 21st century. It proposes a series of national goals and milestones against which progress can be measured over time and reported on regularly to Canadians. Following an introduction, Sections 2-5 discuss the skills and learning challenges Canada faces in each of the following areas: building a foundation for lifelong learning for children and youth; strengthening accessibility and excellence in postsecondary education; building a world-class workforce; and helping immigrants achieve their full potential. Each section is divided into these areas: where we are now; what we are doing now; what we need to do; and how the government of Canada could contribute. (YLB)

Jennings, C. (2002). Consortium for Innovative Instruction: Aligning Writing Instruction in Secondary and Postsecondary Institutions. Virginia: 28. The TCC/FIPSE Writing Coalition, the joint project between Tidewater Community College (TCC) (Virginia) and the Fund for Improvement of Postsecondary Education (FIPSE), was developed in an effort to eliminate remedial instruction in writing for recent high school graduates. The project is an outgrowth of student-centered approaches to instruction developed by faculty in secondary and postsecondary institutions at Salem High School (SHS) (Virginia) and TCC. The project has been expanded to include 12 high schools and community colleges across the country. The first goal of the project is to increase communication between secondary and postsecondary institutions, and to increase student learning opportunities. The second project goal is to provide opportunities for high school and college English faculty to collaborate in professional development workshops in order to develop and implement innovative instructional strategies. The third goal is to develop alignment between secondary and postsecondary institutions through a deliberate articulation of composition-related curriculum and instruction to improve student skills in writing. The final goal is to implement successful reform initiatives through a transfer of knowledge and strategies to a variety of adapting sites to improve quality and accessibility to postsecondary education for diverse student populations. Reports on a consortium held to investigate above issues. (NB)
Justice, M. E. (2002). Diversity/Equity. [SITE 2002 Section]. Tennessee: 83. This document contains the following papers on diversity/equity from the SITE (Society for Information Technology & Teacher Education) 2002 conference: (1) "Modeling and Developing Technology Integration with Pre-Service Indigenous Teachers" (Shadow W. J. Armfield and Marilyn Durocher); (2) "Integrating Diversity in Children's Literature into the Elementary School Curriculum Utilizing Internet Technology" (Joyce C. Armstrong and Martha M. Hanlon); (3) "Web Accessibility for Diverse Learners" (Laurie Ayre and Marian W. Boscia); (4) "Bridging the Digital Divide in South Florida" (Tom W. Frederick and Mary Kay Bacallao); (5) "Integrating Technology in the Pre-Service College Classroom and Beyond by Developing Exit 'E-Portfolios'") (Mary Kay Bacallao and William Halverson); (6) "Community Mapping: Learning and Teaching in Context" (Gina Barclay-McLaughlin); (7) "School District Websites: An Accessibility Study" (Marty Bray and Claudia Flowers); (8) "Distance Learning: Eliminating the Digital Divide" (Sheryl Burgstahler); (9) "A Window of Opportunity: Computer-Mediated Communication and Multicultural Education" (Lucretia O. Carter); (10) "Field-Based Technology and Critical Friends Principles in Teacher Preparation" (Viola Garcia and Irene Chen); (11) "Gender Bias in Software: Issues, Implications, and Considerations" (Jennifer Groendal-Cobbs and Jennifer Patterson); (12) "Critical Race Theory and the Digital Divide: Beyond the Rhetoric" (Patricia Randolph Leigh); (13) "Bridging the Digital Divide: A School's Success Story" (Edmundo F. Litton); (14) "Equity Lenses: Diversity-Responsive Use of Advanced Technologies for Math and Science Education" (J. David Ramirez, Kim Williams, and Kevin Rocap); (15) "'Facelessness' and Its Impact on Democracy and Diversity in Virtual Communities" (Carol Reid); (16) "CLMER Telementoring: Diversity-Responsive Teaching and Learning with Technology" (Kevin Rocap, Yolanda Ronquillo, and Joe-Feria-Galicia); (17) "Self, Visual Representation, Voice and Online Social Identity" (Sharon Tettegah); (18) "Bridging the Differences on the Web through Effective Communication and Collaboration" (C.Y. Janey Wang); (19) "Together We Form a New Culture; Students' Perspectives on the Influence of Diversity in a Web-Based Collaborative Learning Community" (C.Y. Janey Want); and (20) "Teaching and Learning in Intergenerational and Intercultural Classrooms: Report on a Classroom-Based Research Project." Several brief summaries of conference presentations are also included. Most papers contain references. (MES)

Consortium; Details of the ADA-compliant versions of Grolier encyclopedias which will be released; Factor which prompted Grolier to release ADA-compliant versions.

This document contains brief answers to some of the most frequently raised issues related to running a small Vermont public library. Areas covered include accessibility, the American Library Association, automation, awards, binding, services for the blind and physically handicapped, the Board of Libraries, the Board of Trustees, book dealers, book mending, book prices, budgeting, building planning, calendars, certification, circulation procedures, collection development, community libraries, confidentiality, continuing education, cooperation with other libraries, copyright, the Department of Libraries, emergencies, envisioning excellence, the e-rate, ethics, fees, fines, friends of the library, gifts, grants, the Institute of Museum and Library Services, insurance, intellectual freedom, interlibrary loan, inventory, job descriptions, jobbers, large print books, librarian's duties, literacy, the Library Services and Technology Act, the Master of Library Science degree, the Northeast Documents Conservation Center, the New England Library Association, the open meeting law, out-of-town borrowers, overdues, National Library Week, performance evaluations, personnel, planning, policymaking, programming, public relations, reading, reference services, reviewing journals, safety, salaries, standards, statistics, tax exempt status, the Vermont Arts Council, the Vermont Automated Libraries Systems, the Vermont Center for the Book, the Vermont Council on the Humanities, the Vermont Library Association, the Vermont Library Trustees Association, volunteers, weights and measures, and who to call. (MES)

The Republic of Croatia and Republic of Slovenia both became independent states in 1991 after separating from the former Yugoslavia. Despite their common origin, Croatia and Slovenia have very different cultures and traditions, different systems of education, and very different systems of adult education. Most of the differences between the two countries' adult education systems lie not in the organizational models of their education networks but rather in their adult education systems' range, programs, material and technical equipment, funding systems, and accessibility to potential users. Both countries' adult education systems share the same goals, including providing adults with employment-related educational services; enhance their leisure time; and gain qualifications relevant to the areas of economic, technological, cultural, social, and individual development. The adult education institutional networks of both countries are based on the concept of lifelong learning, and both include
many of the same types of institutions, including the following: folk high schools, public and private schools and universities, educational centers within companies, people's open education and third age universities, political societies, and unions. However, Slovenia's adult education institutional network is more developed than is Croatia's, including in the areas of research and cooperating with other adult education institutions and organizations. (27 references) (MN)

This paper reports on the range of methods used by state education agencies (SEAs) to report special education information to the public and the challenges related to this reporting. The report is based on a September 2001 survey completed by state directors of special education from 34 states. First, the paper summarizes reporting requirements of the No Child Left Behind Act (the reauthorized Elementary and Secondary Education Act) as well as the parallel requirements of the Individuals with Disabilities Education Act, specifically, requirements concerning performance goals and indicators and reports relating to assessments. Discussion of the survey findings covers the following: methods used for reporting; public reporting of disaggregated data; reporting on progress toward performance goals (aggregated reporting and disaggregated reporting); methods used for reporting data (assessment participation and assessment results); assessment accommodations and out-of-level testing; annual report of children served; challenges to public reporting of data (incompatible or limited data systems, accuracy of data, diversity of data needs, accessibility of data); and SEA strategies to overcome challenges. Overall, the report finds that assessment results of students with and without disabilities are combined in general education reports and are also available in reports tailored for specific audiences, such as the press, legislators, or those accessing information through the Internet. (DB)

This issues paper, sixth in a series of eight, is intended to distill formative evaluation questions on topics that are central to the development of the higher and further education information environment in the United Kingdom. In undertaking formative evaluation studies, the Formative Evaluation of the Distributed National Electronic Resource (EDNER) team has noted that some distributed national resource (DNER) resources and projects are not as accessible as they should be. Higher education in the United Kingdom is not unique in this regard. In spite of the potential of technology to widen access to information, many people are not able to
access this information because of location, disabilities, or the limitations of the equipment they have. Online materials must be designed to work with assistive technologies through "accessible" Web design. Some tips for accessibility are summarized, and some resources for checking Web pages for accessibility are described. (SLD)


This document reports on the new academic program review activities of the Maryland Higher Education Commission. Two new sections of the Education Article of the Annotated Code of Maryland implemented in 1997 changed the academic program review process for institutions within the University System of Maryland (USM). The process now calls for a 60-day academic program review process at all institutions of higher education and requires the Maryland Higher Education Commission and the governing boards of public institutions of higher education to identify low-productivity academic programs. The revised review process has severely limited the ability of the Maryland Higher Education Commission to assess the quality and accessibility of new academic programs proposed by USM institutions. The Commission is no longer able to consider the market demand for proposed programs, curriculum quality, expected learning outcomes, adequacy of faculty resources, or adequacy of instructional equipment and facilities. The Commission has found, however, that the 60-day period has improved the time-to-implementation of new degree programs. In the most recent review cycle (July 1999-December 2001), 121 new academic programs were implemented without objection for USM institutions, compared with 51 new programs approved in the previous cycle. The new criteria revolve around mission consistency, a fit with existing resources, the avoidance of unreasonable program duplication, and compliance with equal opportunity obligations of state and federal law. The review of programs of low productivity in terms of degrees resulted in discontinuing 31 programs, continuing 108, and providing additional study of 29. Eleven appendixes provide graphs of data about academic programs in Maryland. (Contains 10 figures and 1 table.) (SLD)


Introduces several Web sites that focus on helping students learn by using various teaching styles. Features of the sites; Topic being specialized; Accessibility of the sites.


Presents the digital technology of Stanley Cup, a hockey price. Procurement of closer look on the Cup with the aid of computers; Creation
of imagery by a visualization company; Reduction of number of polygons and the texture resolution for web-accessibility.


The special needs of older learners, rates of participation in learning by older adults in the United Kingdom, and areas in which older adults are in particular need of learning opportunities were examined, and 24 recommendations were developed to assist learning and skills councils across the United Kingdom in meeting those needs. The following were among the recommendations presented: (1) recognize the benefits of relating to and working with other agencies to develop learning provision for older adults; (2) consult with local communities and relevant community organizations to better understand individual and community needs; (3) help local information, advice, and guidance partnerships and local lifelong learning partnerships to consider the financial literacy needs of older people in terms of curriculum; (4) map existing pre-retirement programs to ascertain the quality, quantity, and accessibility of local provision; (5) support better training for those who provide care and activities for older people in care settings; (6) identify, promote, and support projects to help older people obtain work; (7) support initiatives to help mature workers and job seekers prepare for specific industries; and (8) ensure the availability of targeted local education and guidance to help older people decide how to become involved in their communities. (Lists 17 references and suggestions for further reading.) (MN)


Reports the inauguration of the site license edition of the Chronicle of Higher Education. Selection of several universities to participate in the introductory trial; Accessibility of the Chronicle Web site; Improvement of the electronic access.


Describes the increase of the use of the Internet and the World Wide Web for distance education in the U.S. Focus for potential remediation efforts; Enhancement of the primary method of instruction; Accessibility of information on the Internet.


This paper discusses issues that are central to accessible online education. A recent research project investigated the accessibility of
online courses for students with disabilities by evaluating existing courses, developed by academics at the University of New South Wales (UNSW). The evaluation revealed evidence that some aspects of the courses were inaccessible, but that with careful design guidance and awareness of the needs of students with disabilities, those courses could be made more accessible. As a result a set of Guidelines for Accessible Online Courses was produced (Pearson & Koppi 2001) specifically to aid academic developers of online courses with limited technical ability. However, these guidelines assume that the academic developer understands and accepts the issues related to inclusive design and development. Therefore the authors used their experience and the knowledge gained through researching the guidelines to identify the specific issues that one needs to consider, and the required skills to understand inclusion and accessible design. The issues were encapsulated into five major themes: legal or quality assurance requirements; awareness of and the ability to use the available guidelines and protocols; some understanding of the assistive technologies used by students with disabilities; awareness of designing for inclusion; and understand and apply the checking tools and mechanisms that are available. These themes were incorporated into a series of face-to-face workshops and an online course offered in flexible mode, aimed at assisting the academic in understanding both the broader issues of accessibility, and in developing the skills and knowledge for accessible course design. (Contains 11 references.) (Author)


This digest looks at two community college programs designed to aid students with disabilities in accessing the educational offerings of the college, as well as two programs that help students with disabilities attain jobs after their educational goals have been met. Longview Community College, in Lee’s Summit, Missouri, offers the Academic Bridges to Learning Effectiveness (ABLE) program. ABLE is a support service program designed to teach students with learning disabilities or brain injuries the skills needed to become independent learners. Florence-Darlington Technical College in Florence, South Carolina, designed the Program Accessibility Committee (PAC) in order to recommend appropriate action to the administration to ensure access for students with disabilities. North Iowa Area Community College in Mason City, Iowa, has developed a career placement project with four areas of placement services to assist students with disabilities to prepare for successful careers. In addition, the College of DuPage in Glen Ellyn, Illinois, has a career placement and preparedness program designed to help community college students with disabilities find employment after college. This digest makes recommendations to community colleges regarding working with students with disabilities, stressing the need for training staff members in disability issues. (NB)
Discusses the ethical, legal and economic reasons for making Web sites accessible to all consumers in the U.S. Guidelines in designing accessible Web sites; Impact of disability issues on libraries; Details on the availability of library services to disabled persons; Accessibility of higher education Web sites.

Features the Web site of the American Academy of Family Physicians in the U.S. Accessibility of the Web page; Instructions for researchers; Improvement of undergraduate training education.

Interviews Betsy A. Zaborowski, director of Special Programs for the National Federation of the Blind (NFB), about distance education. Information on the National Federation of the Blind; Difference of NFB standards from other Web accessibility standard; Advice for online teachers in using screen-reading software.

Reports that Grolier Online has published a re-designed version of its general-reference online encyclopedia, the Encyclopedia Americana (EA) 3.0. Organization of the edition around four modules; Features of the databases; Support of assistive technologies and the navigational and display requirements of the World Wide Web Consortium's Web Accessibility Initiative.

Given the increasingly important role the World Wide Web plays as an information source, and yet with the continuing problems that certain individuals, particularly those with disabilities and those using 'non-standard' Web browsing technology, it is vital that web resource providers be aware of design features which introduce barriers affecting the accessibility of on-line information. The role of the accessibility audit is seen as an important one in uncovering, describing, and explaining potential accessibility barriers present in a web site. It furthermore acts as an educational tool by raising awareness in accessible design amongst web designers and content providers in providing them with a recovery plan for improving the accessibility of the audited resource, and potentially other resources. In 1999, the authors were commissioned to carry out
accessibility audits of 11 web sites in the UK Higher Education sector. This paper discusses the development of the methodology used to carry out the audits, the findings of the audits in terms of accessibility levels of the subject sites, and feedback as a result of the auditing process. It concludes by looking at ways in which the methodology adopted may be tailored to suit specific types of web resource evaluation.


Analyzes the home pages of colleges and university libraries in the United States for accessibility by people with disabilities. Guidelines for designing Web pages for accessibility; Details on employed research method; Number of instances of accessibility errors for a given page.


Examining the trend toward an older U.S. population, this paper discusses why educators and school facility planners should consider designing multipurpose schools that specifically contribute to stronger intergenerational links. Reasons include: ending age segregation, enriching the lives of children and seniors, creating support for public education, and keeping seniors healthy and learning. The paper also discusses the challenges and opportunities of such efforts, including the diversity of retirees, issues of joint venture, funding, cost savings, accessibility, finding space, using space wisely, giving new life to historic school buildings, security, and staffing. The paper includes brief descriptions of several example schools. (Contains 15 references.) (EV)


With pressure to find more cost effective and less labor-intensive approaches to testing, states are seeing computer-based testing as a way to address the increasingly challenging prospect of assessing all students in a state at nearly all grades. Unfortunately, most states have not specifically considered the needs of students with disabilities. This paper recognizes the opportunities created by the new frontier of computer-based testing and identifies the challenges. Research findings and accommodations considerations are also addressed. The recommended process for a good transformation of a paper and pencil test to computer-based testing assumes that the principles of universally designed assessments have been followed. Then, the five recommended steps are: (1) assemble a group of experts to guide the transformation; (2) decide how each accommodation will be incorporated into the computer-based test; (3) consider each accommodation or assessment feature in light of
the constructs being tested; (4) consider the feasibility of incorporating the accommodation into the computer-based test; and (5) consider training implications for staff and students. The paper also presents initial considerations for common accommodations within the categories of timing/scheduling, presentation, response, and setting. Appendices include information on federal requirements and a Web-accessibility checklist. (Contains 78 references.) (Author/CR)


This "white paper" is intended to provide an overview of many questions and issues related to the affordability of higher education in Virginia and to provide a starting point for discussions and deliberations. The paper includes a timeline for the completion of a study of college costs in Virginia by the State Council of Higher Education for Virginia. Outcomes expected from this study are methodologies for assessing how state financial aid policies impact the affordability and accessibility of Virginia's public colleges and universities and determining the appropriate share of cost or alternatives for assessing the level of state funding for Virginia's public colleges and universities. It is also expected that the study will result in options for setting a coherent, long-term tuition policy for the Commonwealth of Virginia. A review of the current policy situation shows that there is a fragmented approach to setting policy in Virginia in the areas of tuition and fees, student financial aid, and state funding for higher education. The Commonwealth has rarely assessed the impact these policies have collectively on affordability and access. Without a more coordinated approach, Virginia's higher education system will continue to struggle with long-term planning to advance the state's goals. (SLD)


This KIDS COUNT pamphlet is part of a 3-year campaign to bring business and child care together to increase the quality and availability of child care for at-risk children in West Virginia. The pamphlet reports on the components of quality child care and on West Virginia's early childhood initiative, Educare. Emphasizing the positive effects of quality early care and education programs on children's lives, the pamphlet asserts that many current programs may harm children because they do not meet standards of good care. Six effective programs are then described: (1) Home-Oriented Preschool Education Program; (2) Perry Preschool Project; (3) Carolina Abecedarian Project; (4) Head Start; (5) Nurse Home Visitation in Elmira, New York; and (6) Nurse Home Visitation in Memphis, Tennessee. Educare, the West Virginia child care initiative, works to improve the quality of early care and education, increase accessibility of early care and education services, and create linkages to help families
access the services they need. Eight West Virginia communities are funded to operate Educare pilot programs; four projects are described in this pamphlet to highlight the work being done, and characteristics of effective programs are delineated. Challenges identified in improving early care and education include building public understanding and political will, obtaining adequate funding, and developing needed public policy. The pamphlet concludes with a charge to the business and child care communities to share in the campaign to increase the quality and availability of child care for at-risk children. (Contains 21 endnotes.) (KB)

Williams, S. W. (2002). Instructional Design Factors and the Effectiveness of Web-Based Training/Instruction. North Carolina: 15. A study identified adult learning principles critical for effective Web-based instructional design (WBID), barriers to effective WBID, and practices of professionals who design WBID. National experts in adult education and WBID were interviewed, and the resulting product was an online assessment that 10 Web-based instructional designers completed. Electronic document analysis of Web-based training/instruction was completed to examine the actual practices of instructional designers. Findings indicated the following: (1) 36 principles were found critical for design of effective Web-based training or instruction; and (2) 3 barriers that impede successful implementation of Web-based training or instruction were instructor accessibility and responsiveness, instructor's expectation of students, and fostering a participatory online learning environment. Asked to identify which of a subset of 22 adult learning principles they applied in design of Web-based courses, 100 percent of instructional designers said they applied 7 principles and 80 percent applied 3. Their courses were designed to allow learners to share experiences; to include aids that help relate new material to current knowledge and prior experiences; to provide graphics, examples, cases, analogies, and activities; to include checkpoints; and to allow learners to be self-directed. The researchers believed this project has implications for instructional design, professional development, and student retention. (Contains 25 references.) (YLB)

Wisconsin State Dept. of Public Instruction Madison.[ZQU97875] (2002). Trustee Essentials: A Handbook for Wisconsin Public Library Trustees. Wisconsin: 136. This handbook for Trustees of the Wisconsin Public Library describes in detail the tasks involved in being a library trustee. The handbook comprises a number of "Trustee Essentials" that cover the basic essential information needed by Trustees, as well as sources of additional information. Contents include: The Trustee Job Description; Who Runs the Library?; Bylaws--Organizing the Board for Effective Action; Effective Board Meetings and Trustee Participation; Hiring a Library Director; Evaluating the Director; the Library Board and Library Personnel; Developing the Library Budget; Managing the Library's Money; Developing
Essential Library Policies; Planning for the Library's Future; Library Standards; Library Advocacy; The Library Board and the Open Meetings Law; the Library Board and the Public Records Law; Ethics and Conflict of Interest Laws Applying to Trustees; Membership in the Library System; Library Board Appointments and Composition; Library Director Certification; The Library Board and Building Accessibility; The Library Board and Accessible Services; Freedom of Expression and Inquiry; Dealing with Challenges to Materials and Policies; Library Friends and Library Foundations; Liability Issues; The Public Library System Board—the Broad Viewpoint; and Trustee Orientation and Continuing Education. The following Trustee Tools are appended: important state and federal laws pertaining to public library operations; library system map and contact information; Division for Libraries, Technology, and Community Learning contact information; and a glossary of terms and acronyms.

(AEF)


Presents a question and answer on accessibility to the general curriculum through computers. Correlation between general curriculum and Universal Design for Learning; Effect of mandate on Individuals with Disabilities Education Act, Amendments 1997 on role of special educator; Differences between assistive technology and Universal Design for learning.

(2001). The challenges. Plant Engineering, Reed Business Information. 55: 64.

Describes the challenges in implementing application service providers (ASPs) in the United States. Importance of understanding ASP pricing models; Examination of the viability of ASP solution; Significance of architecture of vendor solution and data center on web accessibility.


Presents updates on the computer industry as of January 1, 2001. Growth of World Wide Web accessibility; Information on an algorithm for genetic research, developed by researchers at Israel's Weizmann Institute; Award received by the creators of the software MP3.


Focuses on the launch of Starship 2040 Web site by the National Aeronautics and Space Administration (NASA) in the United States. Features of the Web site; Highlights of the Starship 2040 exhibit at the site; Accessibility of information on NASA education and technology sites.


Introduces the WebMathematica, a revolutionary product that merges the
computational power of Mathematica with convenience and accessibility of the Web by Wolfram Research, Inc. Advantages of the software to users; Impact of webMathematica on the academic and educational communities; Specifications.


Discusses the accessibility of the World Wide Web for people with disabilities. Liability of inaccessible Web sites; Laws that encourage Web site developers and designers to add accessibility accommodations, like wheelchair ramps Braille location signage and closed captioning of telecasts; Findings of a survey, conducted by Judy Heim, columnist for 'PC World' magazine, of major shopping, search, auction, news and financial Web sites; Accessibility concerns of Judy Brewer of the Web Accessibility Initiative.


Presents the Web accessibility resources, tips and views for disabled computer users in the United States. Importance of knowing the types of disabilities of the computer users; Implementation of Section 508 of the 1973 Rehabilitation Act for information technology products; Suggestions for user-friendly designs for Web managers and developers.


This publication presents an assessment of the U.S. Supreme Court's ruling in Board of Trustees of the University of Alabama v. Garrett (2001), which decided that Congress had no power to authorize suits for damages by individuals with disabilities against state employers under Title I of the Americans with Disabilities Act (ADA). The publication reveals the decisions leading to Garrett, examines the court's reasoning behind the decision, offers the dissenting view, and explores the ruling's implications for public education. A glossary of legal terms is also provided. (GR)


In fiscal year 2001, the Appalachian Regional Commission invested $63.6 million in 469 economic and human development (nonhighway) projects and $389.6 million in highway projects in Appalachia. The Commission launched a new initiative to promote the development of telecommunications infrastructure, especially in distressed counties. The Commission has continued to push its 5-year entrepreneurship initiative, which addresses entrepreneurial education and training activities, technical and managerial assistance, access to capital and financial
assistance for growing companies, the formation of entrepreneurial networks, and technology transfer activities. The Commission funded 58 education projects and continued its work on the Appalachian Higher Education Network, which aims to help participating high schools boost their college-going rates to the national average or higher. Seventeen computer learning labs were established in the region. Efforts to bolster the region's civic capacity continued with the provision of leadership training programs and technical assistance for communities. Efforts to strengthen infrastructure included the completion of 72 more miles of the Appalachian Development Highway System and the provision of water or sewer service to over 24,000 households. During 2001, 68 doctors were placed in the region. Studies were launched on disparities in health status and in health care accessibility, and on health care institutions that are at risk of closure. Tables present funding statistics for the 13 Appalachian states, highway obligations, and population data. Contact information is given for all local development districts in the Appalachian region. (TD)


This document provides guidelines for administrators related to instructional technology and planning. Chapter 1 discusses planning, including developing a technology plan, facility assessment, e-rate planning, formation of a technology committee, budget planning, and hardware/software replacement plan and costs. Chapter 2 addresses implementation, including integrating technology into the curriculum, developing a World Wide Web site, parents as advocates and users, Internet usage policies and procedures, copyright and antipiracy policies, legal and ethical issues, and security. Chapter 3 covers funding, including how to develop proposals, developing business partnerships, federal funders, and private and corporate funders. Chapter 4 describes equitable instructional technology resources, including e-learning, distance learning, assistive technology, and teaching strategies. Chapter 5 discusses software, including selecting software for the classroom, teacher top picks, and software resources. Chapter 6 addresses staffing, including job descriptions and professional development. Chapter 7 covers assessment and accountability, including evaluating a technology program, technology assessment surveys, and technology standards for continuous student assessment. Appendices include a glossary and a list of resources for acceptable use policies, assessment and accountability, assistive technology, Web site accessibility, curriculum integration, distance education, funding, hardware suppliers, international collaboration on the Web, legal issues, professional development, school Web site design, technology planning and implementation, telementoring, virtual schools, and Web safety. (Includes an index.) (MES)
Focuses on the accessibility of web sites to handicapped users in the U.S.
Optimization of the Coca-Cola Co. web site for the blind; Provisions
included in the 1998 Rehabilitation Act federal statute on web
accessibility; Advantage of web development tools to handicapped users.

Colleges of Education (COEs) use the World Wide Web to disseminate
and gather information. Online barriers limit the accessibility of the Web
for individuals with disabilities. This study evaluated the accessibility of
COE home pages. Two hundred and fifty Web sites were randomly
selected for evaluation. A software program was used to quantify the
number of accessibility errors at each site. The results indicated that most
(79%) institutions of higher education home pages had accessibility
problems, and the majority of these problems (67%) of the errors were
severe problems that should be given a high priority for correcting. The
good news is that the majority (74%) of the errors can easily be corrected.
The work reflects a need for COEs to examine the accessibility of their
home pages. Direction for improving accessibility is provided. Two tables
present information on type of accessibility error, percent, severity, and
ease to correct, and World Wide Web resources. (Contains 12
references.) (Author/AEF)

California State Postsecondary Education Commission Sacramento.[BBB12341]
(2001). Needs Analysis for the Chaffey Community College District Fontana
Center: A Report to the Governor and Legislature in Response to a Request from
the Board of Governors of the California Community Colleges. Commission
This is a proposal by Chaffey Community College District (CCCD)
(California) to convert an existing off-campus operation in Fontana,
California, to an educational center. The center would provide services to
1,529 full-time-equivalent students by the year 2010, and would provide
greater access to opportunities in higher education for an underserved
population in San Bernardino County. Community college attendance
rates would be improved throughout the region. The California
Postsecondary Education Commission responds that CCCD’s proposal
meets review criteria for the new educational center, and that state
legislature is recommended to authorize its development. Background is
provided on the role of the commission in the reviewing of proposals such
as this, along with some history of the need for the proposal in the first
place. CCCD provides demographic information on itself and discusses
the area of the new Fontana site in geographical context. Racial and
ethnic backgrounds of the surrounding populations are listed. The final
section of the report addresses the review process taken on by the
commission for the proposal. Enrollment projections, programmatic
alternatives, service to the disadvantaged, academic planning and program justification, consideration for the need for funding, consideration of alternative sites, geographic and physical accessibility, environmental and social impact, effects on other institutions, and economic impact are all taken into consideration. Several maps are included. Appended are guidelines for review of proposed university campuses, community colleges, and educational centers, and various forms and letters. (CJW)

Focuses on the web access for people with disabilities. Benefits of making sites accessible; Laws regarding web access; Efforts made by the vendors and professional organization to encourage the accessibility.

This paper explores the potential the North American community college model holds for Latin America as a means of responding to the expansion of secondary education in this region. The authors propose learning from, not imitating, experiences found in North America and Europe and discuss how these lessons may be of used to inform Latin American educational policy. The paper begins with a brief introduction to the origins of the community college in the United States and highlights a few of the defining characteristics of the community college model: accessibility, accountability, social mobility, and economic benefits for students. The second section of this paper provides a brief introduction to postsecondary education in Latin America and then discusses how insights gleaned from an analysis of the North American community college model might be useful in shaping Latin American educational policy and institutions. The authors conclude that the North American model of community colleges holds very real potential to inspire Latin America to create a similar system tailored to meet the unique demands and needs of the region. Appended is a summary of key descriptive statistics for American community colleges. (Contains 22 references.) (RC)

Discusses the controversy of the accessibility to non-print information via the Internet. Information on the MP3 format, developed in Germany; Information on file-sharing used by Napster; Concerns of some universities in banning Napster.

A comparative study was conducted on the relationship between the frequency of sexual assault incidents and the relative accessibility of alcohol on two small liberal arts colleges and one larger public university. The alcohol policy varied among the colleges in that one was an alcohol free campus and another permitted drinking for students who were at least 21 years old. Three hypotheses were proposed: (1) campuses with liberal alcohol policies were expected to have a higher rate of sexual assault than campuses with conservative alcohol policies; (2) drinkers were expected to have experienced more sexual assault incidents; and (3) freshman were expected to report a higher incidence of unwanted intercourse. Counter to expectation, the results indicated that the small liberal arts college with a conservative alcohol policy had the highest rate of alcohol use, followed closely by the small liberal arts college with a liberal alcohol policy. The medium-size public university with a conservative alcohol policy was found to have the lowest rate of alcohol use. No significant differences in reports of sexual incidents were found among the campuses. Drinkers experienced more sexual incidents than nondrinkers. Contrary to the data analysis, juniors and seniors reported higher rates of experiencing unwanted intercourse than freshman and sophomores. (Contains 47 references.) (JDM)


African American college students are among the age group of African Americans who are at significantly higher risk for heterosexual transmission of human immunodeficiency virus (HIV). Much of the research in this area suggests that for the majority of these students, there is little or no relationship between the knowledge of HIV transmission and safer sexual behavior. Simply being knowledgeable about HIV transmission is not sufficient to change risky sexual behavior. None of the research clearly elucidates the factors that serve as barriers to those who either fail to use condoms or do so inconsistently. Based on this literature review, it is apparent that the barriers to practicing safer sex are complex. Several recommendations are included on developing HIV prevention programs for African American college students. HIV prevention might be best included within the context of more general health promotion campaigns. Sustained effort is needed to build trust and credibility between the African American community and prevention program staff. Health beliefs and how they may impact preventive measures need to be identified. Privacy and ease of accessibility to HIV testing must be assured. Peer influence must be taken into account, and education about use and availability must be considered. (Contains 23 references.) (JDM)

Part of a series on critical issues in urban education, this booklet discusses the need to incorporate discussions of the meaning and experience of disabilities into the course of study for all children. Eight reasons why educators should teach about disabilities are presented and 17 ways to infuse disabilities into curriculum across age levels are provided, including: (1) have adults with disabilities come to class to talk about their lives; (2) have students do accessibility surveys; (3) have students write stories about people with disabilities; (4) incorporate and discuss stories that have disability themes; (5) have children do interviews with individuals with disabilities; (6) have students write an essay on stereotypes; (7) show students informational videos about eugenics; (8) have students write biographies of individuals with disabilities; (9) have students learn American Sign Language signs; (10) have students learn the alphabet in Braille; (11) take students to a museum and look for things about disability; (12) have students prepare photo essays; (13) teach students about different brain functions; (14) have students design assistive devices; (15) have students surf the Web for disability resources; and (16) have students design a new graphic symbol to signify disability. Additional resources are listed. (CR)

Examines the accessibility of community college home pages in the United States. Types of accessibility problems encountered by individuals with disabilities; Methods for web site validation; Resources for designing accessible web sites.

ABSTRACT FROM AUTHOR
Community colleges frequently are the points of access to postsecondary training and education for members of special populations. Physical barriers are obvious problems that limit access for individuals with disabilities, and community colleges have made reasonable accommodations in this regard. One area that often is overlooked, however, is the on-line barriers that limit access to Web-based content. This study examined the Web-based content accessibility of community college home pages. A total of 253 community college home pages were evaluated for content accessibility. Only 23% of the community college home pages evaluated were determined to be accessible to individuals with disabilities. Types of accessibility problems, resources for designing accessible Web sites, and methods for validating Web sites are reported.

ABSTRACT FROM AUTHOR

evaluation tool that will help determine how accessible their computer and learning technologies are to students with disabilities. It evaluates a range of situations such as: whether there are computers with adaptive technologies (e.g., software that reads what is on the screen, adaptive mouse) in general use in computer labs; whether personnel who provide services to students with disabilities on campus are consulted when computer infrastructure decisions are made; and whether computer-based learning materials (e.g., course Web pages) used by faculty meet accessibility guidelines. The measure consists of 21 6-point Likert-scaled items grouped into 5 empirically derived subscales: (1) Access to Adaptive Computers; (2) Infrastructure and Collaboration; (3) Academic Inclusion; (4) Adaptive Technology; and (5) Rehabilitation Sector Support. Information is also provided on norms, standardization, and availability (including Web sites). Both the English and French versions are included.  


This paper describes the learning center approach of the preschool and kindergarten programs at the Maryland School for the Blind. Units are presented in monthly themes suggested by the local school curriculum, and this thematic approach is incorporated into the specific learning centers. The classroom is divided into six main learning areas: (1) a language area which allows children to come together as a group to participate in morning circle time and discuss the theme for the month; (2) the writing center, which gives students opportunities to create and explore the joys of self-expression; (3) the play center, which enables children to play with battery-operated toys or games related to the theme via adaptive switches; (4) the discovery center, which provides experiences using all of the senses; (5) the reading/listening center, which provides access to books for enjoyment and educational purposes; and (6) the vision center, which is designed to stimulate the students' visual development. The paper lists materials that teachers should have in each center, sample thematic units, multi-sensory activities, and accommodations for children with specific special needs. Directions for creating a battery system to adapt a battery-powered device for switch accessibility are also provided.  


In the context of Goal 4, of the Illinois Commitment, increasing access to education and student diversity, the Committee of Access and Diversity of the Illinois Board of Higher Education conducted hearings, organized focus groups, and consulted with state and national experts to study access and diversity issues. At 5 hearings 90 individuals presented nearly
13 hours of testimony, and another 9 people submitted only written testimony. Three focus groups then explored student needs. Findings show that the proportion of people going to college has risen dramatically in Illinois. About 80% of high school graduates will take college courses at some time in their lives. Although there have been increases in the rate of college participation, enrollment has remained relatively stable because of a decline in the college-age population. As more baby boomer children reach college age and more adults return to college, enrollment at Illinois colleges and universities will rise. Substantial barriers still limit access and success. These are related to precollege preparation, student costs, accessibility of resources and services, and limited English literacy. Some major policy goals are outlined: (1) expand the scope of policies and mechanisms that address access needs; (2) address the access needs of all students more fully; (3) evaluate and demonstrate how diversity promotes learning in higher education; (4) strengthen statewide efforts to support institutional diversity; and (5) expand outreach efforts to precollegiate students to promote diversity. (Contains 6 tables and 51 references.) (SLD)

Focuses on issues related to information technology in the United States. Implementation of legislation for intellectual property for online education; Requirements for Web site and software accessibility for disabled Web users; Importance of ensuring usability of design and development of Webpages and Web-based training.

Since the Universal PreKindergarten (UPK) legislation was passed in New York in 1997, the Early Childhood Strategic Group has worked to support full program implementation including providing information to community-based organizations on combining funds from different funding streams to extend UPK services to a full day and to enhance program quality. This report identifies current obstacles to implementation and makes recommendations to ensure that blended funding continues to be a viable option for service expansion. The report describes the benefits of blended funding and how UPK has been incorporated into community-based programs. The report also compares the regulations of relevant agencies, and discusses issues related to: (1) staffing and compensation; (2) teacher compensation; (3) administrative support; (4) facilities; (5) transportation; (6) recruitment of children; (7) accessibility for parents; (8) monitoring and assessment; and (9) systemwide data and analysis. The report concludes with a list of concerns regarding blended funded procedures. The following recommendations are presented as next steps in moving toward the creation of an exemplary early care and education
system in New York City: (1) explore a unified rate for UPK; (2) determine real cost of providing a quality program to 4-year-olds; (3) develop a coherent city-wide plan; (4) provide ongoing technical assistance to community providers and school districts on UPK contracting and cost-allocation; (5) conduct research on access to services; (6) conduct research to determine providers capacity to expand; (7) continue to address the teacher shortage; and (8) develop a means to expand classroom facilities. Appended is information on allocating UPK cost in existing programs. (KB)

Reports the development of Web site for education in all areas of nutrition in the United States. Accessibility of Nutrition Expert Web site; Funds to travel for professional development.

Examines the solutions to common problems related to the use of web-based instruction in the U.S. Clarification for the abbreviated foreign words and phrases; Relevance of providing text descriptions of all non-text elements in a Web site; Importance of using correct grammar.

ABSTRACT FROM AUTHOR
The Internet and the World Wide Web are growing at unprecedented rates. More and more teachers are authoring school or classroom web pages. Such pages have particular potential for use in rural areas by special educators, children with special needs, and the parents of children with special needs. The quality of many of these pages leaves much to be desired. All web pages, especially those authored by special educators should be accessible for people with disabilities. Many other problems complicate use of the web for all users, whether or not they have disabilities. By taking some simple steps, beginning webmasters can avoid these problems. This article discusses practical solutions to common accessibility problems and other problems seen commonly on the web.

ABSTRACT FROM AUTHOR

This manual of facility guidelines examines the planning process and design features and considerations for public school fine arts programs in Maryland. Planning concepts and trends are highlighted followed by planning guidelines for dance, music, theater, visual arts, general education, and performance spaces. General design considerations discussed include facility accessibility, acoustics, climate control and energy conservation, indoor air quality, community use of the school, security and safety, and telecommunications systems. Appendices contain
the requirements for fine arts instruction programs, Maryland arts organizations, and the Maryland State Department of Education standards for telecommunication distribution systems. (Contains 16 references.) (GR)


This document presents design concepts and considerations for planning and developing middle and high school family and consumer sciences education facilities. It includes discussions on family and consumer sciences education trends and the facility planning process. Design concepts explore multipurpose laboratories and spaces for food/nutrition science laboratories, child development, and interdisciplinary work. The student project work room and teacher planning spaces are also presented. General design considerations cover facility accessibility, safety, finishes, climate control, lighting, outdoor educational resources, telecommunications distribution systems, and utilities. A summary of minimum space requirements concludes the guide. (Contains 42 references.) (GR)


Presents several Web sites and tools that aid in the accessibility of the Web. Types of disabilities of Internet users; Web sites that offer help with constructing accessible Web pages; Software packages designed to help improve Web page accessibility.


This paper presents an overview of online student services being used by 19 vocational education and training (VET) and higher education institutions in Australia. Information was gathered through site visits between July and September 2000 about online support services for prospective students, enrolling students, enrolled students, and graduating students. A high percentage of participating institutions support all four categories of students with information of varying depth and accessibility. Services provided online include career advice, course information, course advice, information on administrative details, details of the enrollment process, fee-payment options, orientation to online learning, introduction and orientation to specific courses, communication links, administrative services, academic support, personal counseling, career counseling, academic resources (library, databases), information technology support and help lines, career placement, job search skills, resume development, interviewing tips, agency links, grades and transcripts, and teaching, learning, and developmental issues. Many innovative practices were found

This book contains a manual for high schools, colleges, and graduate programs focusing on teaching chemistry to students with disabilities. Contents include: (1) "Disability Laws and Services"; (2) "In the Classroom"; (3) "Testing and Evaluation"; (4) "Assistive Technology and Accessible Computing"; (5) "In the Laboratory"; (6) "Mentoring and Advocacy: Ensuring Successful Transitions to Higher Education and Employment"; and (7) "Universal Design: Accessibility for Everyone". (Contains 135 references.) (YDS)


This document details Mission College's 2001 master plan for education and facilities. The plan makes several recommendations. (1) It is imperative to stay on the "cutting edge" in high-demand fields; (2) With a changing student population (45% ESL and 85% first-generation college students), it is also important to provide a strong, basic educational foundation in the liberal arts. Curriculum and scheduling modifications are planned to ensure continued quality instruction and services for all students. Non-occupational, general education, and transfer courses should be grouped into associate's degree majors to better enable students to complete a degree and prepare for transfer to a four-year institution. Academic programs are examining options to provide a greater variety of instructional delivery modes. In selecting the appropriate method, place, and time of instruction, a student-centered learning environment is considered paramount. New programs and services designed to rapidly respond to community and workforce needs necessitate increased accessibility to multimedia classrooms, state-of-the-art equipment, and technical support personnel. The space limitations imposed by the design of the single main instructional building now hamper the college's ability to meet continued growth and service to the community. New facilities are recommended to meet the anticipated enrollment and changing workplace demands. (KP)


This publication contains brief articles concerned with modular school structures. Some articles offer examples of such structures at actual schools. The articles in this issue are: (1) "An Architect's Perspective: Convincing a Skeptic" (Robert M. Iamello); (2) "66 Portables for San Mateo High" (Steven Williams); (3) "Case Study: Charter Schools" (Robert

In the era of globalization, Malaysia's ability to remain economically competitive depends on the skills of its workforce. The policies and practices of Malaysia's vocational education system must be revised to do more to give the country's disabled citizens the training they need to find employment and become taxpayers. More concerted efforts are needed to uphold the rights of Malaysia's estimated 100,000 disabled adults, only 4,175 of whom were employed in the private sector in 1990-2001. Appropriate legislation is needed to defend the rights of special populations as outlined by United Nations resolution 3447 (Declaration on the Rights of Disabled Persons). These rights include the right to economic and social security, the right to a decent standard of living, and the right to have their special needs considered at all stages of economic and social planning. Malaysia needs a holistic and systematic approach to improving the quality of life of its special needs population. The following legislative acts must be passed: (1) the Vocational Education and Training for Special Need Population Act; (2) the Job Partnership and Employment for Disabled Act; and (3) the Building Accessibility Act. The Vocational Education and Training for Special Need Population Act should emphasize making vocational education and training accessible to everyone and eliminating gender bias and stereotyping. (MN)
programs and studies, comparative analysis of disability policy, inclusion of students with developmental disabilities in postsecondary settings, recent federal policy and directives, accessibility of postsecondary distance education, impact of the Internet and other support activities on educational and employment outcomes, the role of families, inclusion in science/engineering/mathematics, transition from two-year to four-year institutions, employers and people with disabilities, quality of life after postsecondary education, experiences and perceptions of participants and parents, a resource mapping matrix proposal, the initiating function of institutions, the role of the rehabilitation counselor in transition, effects of postsecondary settings on employment outcomes and transfer of technological supports, and professional development for faculty and staff regarding inclusion of students with disabilities. (DB)


This document contains materials from a seminar on preparing youth with disabilities for postsecondary education and quality employment held at the National Capacity Building Institute in the summer of 2001. The agenda for the Institute is provided along with the following papers: (1) "Postsecondary Education Supports for Students with Disabilities: A Review and Response" (Robert A. Stodden); (2) "The Development of Self-Determination and Self-Advocacy Skills: Essential Keys for Students with Disabilities" (Margo Izzo and Peg Lamb); (3) "Roles of Technology in Preparing Youth with Disabilities for Postsecondary Education and Employment" (Sheryl Burgstahler); and (4) "Current Challenges to Successfully Supporting and/or Accommodating the Desires and Needs of Youth with Disabilities in Postsecondary Education to Employment" (Teresa Whelley). Briefs are then provided on self-determination and self-advocacy skills (Margo Vreeburg Izzo), promising practice resulting in improved program and student outcomes (Margo Vreeburg Izzo and Jennifer Hertzfeld), self-determination curriculum (Brian Shaughnessy and JoAnn W. L. Yuen), postsecondary support characteristics (Michael N. Sharpe), effective instructional strategies for students with learning disabilities in postsecondary education (E. E. Getzel and others), accessibility policy for postsecondary distance education (John Anderson), transition from high school to postsecondary education and employment for students with disabilities (Sheryl Burgstahler and Weol Soon Kim-Rupnow), and inclusion of persons with disabilities in science, engineering, and mathematics (Richard Radtke and others). (Papers include references.) (CR)

This book offers a review of Web sites useful to educational grant writers. Chapter 1, "The Internet Advantage," examines the benefits that the Internet offers grant writers. These benefits include greater accessibility and savings in cost and time. Chapter 2, "Learning To Look: The World of Search Engines," examines strategies for effective use of search engines. Chapter 3, "Finding the Big Bucks: U.S. Department of Education," presents the departmental grant-giving agencies, programs, guidelines, and procedures on the Internet. Chapter 4, "Other Federal Agencies, Programs, and Publications," offers information on educational grants available from a variety of federal agencies. Chapter 5, "All about Foundations," analyzes the Foundation Center's Web site. Chapter 6, "Numbers, Numbers Everywhere: Other Useful Sites," catalogs online governmental statistical resources for use in grant problem statements. Chapter 7, "Make the Most of What You've Got: Educational Organizations and Associations," surveys resources from nonprofit organizations. Chapter 8, "Read All about It! Online Book Sellers, Journals, and Publishing Companies," compiles online book sellers, journals, and publishers. Chapter 9, "On the Home Front: State Departments of Education," evaluates the online resources from all 50 states. Chapter 10, "Other Internet Applications: Mailing Lists, Discussion Groups, and E-Mail," reviews a full range of Internet services for grant writers. Chapter 11, "When the Pencil Meets the Paper: Online Grantwriting Tips," links grant writers to online advice and tools. (Contains a 10-page index.) (TEJ)


Discusses ways to make sure that vision impaired students can be supported when using online discussion and course materials. Accessing of materials by using software such as screen readers and magnifiers; Guidelines issued by the World Wide Web Consortium's Web accessibility initiative; Support for other students with disabilities.


This paper is part of a broader study considering effects of welfare reform on households in rural areas. This report describes the findings of qualitative research, which examined welfare reform implementation and availability of services in 12 rural communities in Alabama, Arkansas, California, and Maine. The study sites were diverse in terms of geographic isolation, unemployment rate, and racial composition. In each location, welfare staff, service providers, and community representatives were asked about implementation of work requirements, time limits, and other provisions of welfare reform; recipients' access to jobs and services; and the most serious barriers to implementation in rural areas. Employment
opportunities varied greatly across sites, but all sites reported that most jobs obtained by welfare recipients paid the minimum wage and offered few possibilities of advancement. Education played an important role in determining a community's economic prospects and the potential for welfare recipients to attain self-sufficiency. Low education levels were a major barrier at seven sites, and at two of these, the quality of public schools was particularly poor. Community social capital--its capacity to assist its neediest citizens--was reflected in socially supportive attitudes in 10 communities. Although most communities were poor, the variation in their ability to provide a safety net for the poor was noteworthy. Promising practices were identified in the areas of education and training, transportation and accessibility, supportive services, and community involvement. An appendix presents site profiles. (SV)


Background: The Internet's appeal as an affordable, accessible medium for information transfer makes it a potentially useful tool for practicing physicians. In the past several years, Internet-based health-care companies have proliferated, and many medical centers have established individual web sites. The purpose of the present study was to evaluate academic orthopaedic surgery departments in the United States with respect to Internet visibility and content. Methods: We reviewed existing web sites for the 154 departments or divisions of orthopaedic surgery currently accredited for resident education by the Accreditation Council for Graduate Medical Education. The study sample consisted of the 113 departments that had a web page listed in the FREIDA (Fellowship and Residency Electronic Interactive Database) database. Each web site was assessed with regard to its informational value in the categories of clinical services, resident education, and physician recruitment. In addition, three commonly employed browsing engines were used to search for individual web sites and to determine their ease of accessibility. Results: In the category of clinical services, sixty-five (57.5%) of the 113 sites provided faculty listings and forty-nine (43.4%) provided office telephone numbers and locations. Only thirteen sites provided information on common orthopaedic conditions, and five had links to other patient-education sites. In the category of resident education, twenty-four sites (21.2%) had online academic schedules, but only two provided access to complete conferences or teaching files. In the category of physician recruitment, ninety-one provided a description of their residency program and fifty-four had information on the application process, but only twenty-six web pages offered detailed departmental statistics. In terms of accessibility, fifty-three programs (46.9%) were identified by one of three popular search engines, seventeen (15%) were identified by more than...ABSTRACT FROM
AUTHOR

Focuses on factor to consider in using Web-based performance systems in education. Engagement of relevant community members; Determination of cost effective delivery and maintenance options; Accessibility of the Web-based data management environment; Consideration of the flexibility in conducting alternative modes of assessment.

A survey instrument is presented that was used in a national survey of 160 colleges and universities to explore facilities and services to students with orthopedic disabilities. The survey contains 33 items that focus on the following areas: structural accessibility, academic accessibility, dorm-living, and recreational opportunities. The total reliability of the instrument is 0.88 (Alpha). Each item is to be rated on a 5-point scale, with 5 meaning the participant strongly agrees with the presented statement and 1 meaning the participant strongly disagrees with the statement. Statements address the presence of ramps, curb cuts, reserved parking places, accessible elevators, accessible restrooms, accessible libraries, classroom accessibility, adapted transportation systems, accessible laundry facilities, accessible fire exits, personal care assistants, wheelchair repair, service dogs, and adapted sports. (CR)

The Personal Responsibility and Work Opportunity Reconciliation Act requires each state to submit a biennial plan to implement the Child Care and Development Fund (CCDF). This report is based on the approved State Plans for the period October 1, 1999 to September 30, 2001. The analysis includes information from 48 states, the District of Columbia, and Puerto Rico. Following an introduction discussing the report format and summarizing trends, the Plan is presented in six parts. Within each part are specific questions, based on the statute and the regulations, followed by information from each state. Part 1 concerns administration and includes information on the amount of federal CCDF funds, state funds involved, funds earmarked for administration, and agencies involved in administration or implementation. Part 2 includes information on agencies consulted in developing the state plan, processes to obtain public comment, and activities to promote private sector involvement. Part 3 describes the child care services offered, including information on using grants or contracts for child care slots, limiting in-home care, establishing reimbursement rates, assuring equal accessibility, setting income eligibility
criteria, providing respite care, meeting child care needs of TANF families, and using sliding fee scales. Part 4 concerns processes with parents, such as the application process, parent complaint records, and procedures affording parents unlimited access to their children. Part 5 describes quality improvement initiatives and includes information on funds used for that purpose, specific quality improvement activities, child care resource and referral, school-aged child care activities, comprehensive consumer education, provider grants and loans, compliance monitoring, training and technical assistance, and provider compensation. Part 6 deals with health and safety requirements for providers. The report's three appendices list state contacts, provide states' definitions related to eligibility and priority terminology, and delineate the terminology used by TANF agencies. (KB)


Discusses the implications of the rule requiring federal agencies in the United States to make information technology accessible to disabled people. Creation of Web-based businesses; Provisions of section 508 of the 1998 Workforce Investment Act; Estimated number of Americans with disabilities.


In previous centuries, traditional conceptions of teaching emphasized direct instruction—the transmission of information from the professional teacher to the learner. However, recent years have seen a vast increase in both the quantity and accessibility of information within and outside of schools. Irrespective of class size, social interaction between individual pupils and professional teachers will always be scarce. Consequently, the professional teacher increasingly works indirectly as a manager of effective learning, an arrangement that may be supported by peer- or parent-assisted learning. The focus of this document is on learning by school-age children assisted by the family and/or peers and supported and managed by professional teachers. It provides an outline of the essential concepts of peer-assisted and parent-assisted learning, followed by discussion of specific practical evidence of its use in mathematics, science, and information and communications technology. (ASK)


Focuses on the 2001 issue of the 'Journal of Nutrition Education.' Scope of subject matter discussed in the journal; Improvement in the journal to attract and serve practitioners and researchers; Accessibility of the Web site www.jne.org.

Week, Editorial Projects in Education. 20: 12.
Presents news briefs related to Internet use in schools in the United States, as of February 28, 2001. Accessibility of school Web sites to users with disabilities; Legal issues related to the publication of student work online; Services offered by application service providers to school districts.

This paper examines online corporate university artifacts to bring to light additive definitions of literacy. Rhetorical analysis in the paper shows four claims made about literacy in the corporate university artifacts: literacy is knowing the corporate culture; literacy provides immediate and quantifiable benefits; literacy is easily accessible and comprehensible; and corporate literacy is globally transferable. The paper explains that underlying these four claims are four warrants: the corporate culture is a content area upon which to teach, assess, and build an educational end-product; immediate and quantifiable benefits, often in the form of wages or profits to an individual or corporation constitute literacy mastery; immediate accessibility and comprehensibility is to be valued over long-term or reflective and critical practice; and, corporate university training programs provide literacy that can be transferred and applied to other local or global corporations or situations. For the paper, artifacts were collected from online sites of Motorola, Disney, McDonald's and Super 8 Motels, hardcopy texts, and secondary sources, and include phone interviews with corporate university representatives. While postmodern sensibility seems to hail the death of the single proprietary author, discussions with corporate representatives for this paper suggest that at least some corporations firmly retain their rights to corporate authorship. The artifacts of emerging literacy of corporate universities are described in the paper and then analyzed to better understand messages implicit about what constitutes literacy. Sources for the paper include academic and rhetorical authorities, along with writers and theorists for the business sphere. (Contains 23 references.) Appended is the "University of Pineapple Canon." (NKA)

Reviews several books related to computer software. 'Microsoft Windows MovieMaker Handbook,' by Bill Birney and others; 'XML for the World Wide Web,' by Elizabeth Castro; 'Web Accessibility for People with Disabilities,' by Michael G. Paciello; Others.

The access barriers to distance education faced by inservice and
preservice career and technical education (CTE) majors were examined through a survey of 76 students enrolled in undergraduate- and graduate-level CTE education programs. Completed questionnaires were received from 60 students (response rate, 78.9%). Forty respondents worked full-time; only one was not working. The predominant institutional access barrier identified was difficulty scheduling required "general education" courses. Other highly ranked institutional access barriers included library access, lack of ongoing advising, and technical assistance for problem-solving technology/computer-based issues. Class registration and ease of obtaining grades were not cited as significant institutional access barriers. Job conflict was the highest-ranked student access barrier. Sources of job conflict included the competing interests of students' jobs and the requirements of the classes they were taking, lack of employer support, the issue of family support, and time conflicts. Personal technical competence, tuition costs, or personal financial situations were not highly ranked as student access barriers. The study recommendations included calls for the following items: better coordination of course offerings; library systems whose technological accessibility matches that of the distance courses themselves; more sensitivity to distance students' advising needs; additional competent technical support; and instructor recognition of distance learners' job responsibilities and issues. (Contains 13 references.) (MN)

Reports on the release of educational Web sites from ABC-CLIO, as of December, 2000. Features of the American Government Website, including current-event coverage, hyperlinks, accessibility from school or home; How the sites are aimed at students, educators and librarians; Features of the State Geography Website, including daily news wire stories, archived articles and primary source documents.

Announces the launching of electronic-Learning Web site Blackboard.com by Blackboard Inc. in the United States. Importance of the Web site in enhancing student-teachers interaction; Accessibility of the web page; Details on the site accessible channels; Use of CourseSites for online courses development; Relevance of Blackboard Communities in online discussions.

(2000). Net Learning. Multimedia Schools, Information Today Inc. 7: 14. Reports on developments concerning the Internet and education in the United States as of September 2000. Availability of Web sites providing social studies resources; Collaborative learning adventures offering 6th-12th grade students an opportunity to work in virtual teams using the Internet to solve real-world problems; Accessibility of Classroom Connect’s Quest Interactive Expeditions on Quest Channel.

(2000). Organizational Change. Symposium 11. [Concurrent Symposium Session at AHRD Annual Conference, 2000.]. Louisiana: 27. This packet contains three papers from a symposium on organizational change. The first paper, "Kaizen Blitz: Rapid Learning to Facilitate Immediate Organizational Improvements" (Robert B. Gudgel, Fred C. Feitler), describes rapid and dramatic improvement in the organizational performance of a manufacturing firm after use of a series of kaizen blitzes (rapid change emphasizing quality). Participants in these blitzes and other employees and managers describe their experiences and the quantitative and qualitative results. A preliminary analysis of the theoretical basis for a successful kaizen blitz is offered. The second paper, "Organisation Identity: Exploring a 'New' Avenue for Intervention and Performance Improvement" (Christian L. van Tonder), reports on a study that clarified the nature of the various concepts of corporate identity and established a theoretical framework for researching organization identity. The results of structured interviews with 153 executives from 10 companies indicate strong relations between organization identity, specific organizational attributes, and organizational performance. The final paper, "Identification of Critical Work Environment Variables for Quality Performance in a Service Organization" (Constantine Kontoghiorghes, Deborah Dembeck), identifies the critical work environment variables for quality performance in an organization, including satisfaction with internal processes; commitment of peers toward quality; having easy accessibility to others in the organization; existence of few bureaucratic barriers to get the job done; effective communication channels within and between work teams; and achievement of ISO 9001. The papers contain reference lists. (KC)

(2000). Partnership for Vocational Education and Training. Paper Presentations: Session E. Hong Kong: 120. This document contains 18 papers from the partnership for vocational education and training (VET) section of an international conference on VET for lifelong learning in the information era. The following are papers are included: "School, TAFE (Technical and Further Education), and University Links, in Pursuit of a Seamless Pathway" (Robert Player); "Work-Based Training: Experiences of Student Interns" (Marcelle Hardy, Carmen Parent, Johanne Forget); "A New Model for Workforce Development: University of Nevada Las Vegas Educator Externship Program" (Sterling Saddler, Gina M. Toth, Lisa M. Bybee); "Workplace

Evaluates an interactive, Internet-based tutorial Web Interface for Statistical Education (WISE) to assist students in learning about sampling distribution in psychology. Structure of the program; Effectiveness of the web-based tutorial; Provides important advantages over the lecture format; Accessibility of the tutorial.

ABSTRACT FROM AUTHOR

In this article, we present an evaluation of a Web-based, interactive tutorial used to present the sampling distribution of the mean. The tutorial allows students to draw samples and explore the shapes of sampling distributions for several sample sizes. To evaluate the effectiveness of the tutorial, 111 students enrolled in statistics or research methods courses used either the interactive tutorial or attended a lecture and a demonstration on the sampling distribution of the mean. Students in both groups improved from pretest to posttest and no statistically significant differences between improvement scores were found between groups. Additionally, students rated the tutorial as easy to use and understand. In this study, we provide evidence that an Internet tutorial can be comparable in effectiveness to standard lecture or demonstration.
This report brings to an end a series of consultations that began in March 2000 when Alberta's Minister of Learning established a committee to review the approach to allocating resources to publicly funded postsecondary institutions in Alberta, Canada. The Minister asked the committee, mostly composed of Members of the Legislative Assembly (MLAs), to ensure that the funding mechanism maximized accessibility to high quality, responsive, and affordable learning opportunities while maintaining institutional accountability. The five-member committee consulted with postsecondary institutions, faculty, and student associations, government departments, and other stakeholders in order to make recommendations on a funding framework for Alberta's postsecondary institutions. The committee developed 10 recommendations: (1) base operations should be adjusted to achieve greater equity across the system; (2) a process should be established to provide for the periodic review of base operations grants; (3) general cost pressures should be considered in annual adjustments to the base operations grant; (4) a working group should be established to examine and make recommendations on improving the ability of Alberta's postsecondary institutions to attract and retain faculty; (5) the Access Fund should be modified to fund general as well as targeted enrollment increases; (6) allocations from the "Performance Envelope" should be based strictly on the achievement of excellence and improvements in performance; (7) the indirect costs of research should be funded; (8) funding processes among government departments should be coordinated and simplified when possible; (9) the tuition fee policy should be revised to ensure that it continues to support the goals of the postsecondary system; and (10) concerns with the approach toward funding apprenticeship and industry training should be further investigated. Six appendixes contain materials used by the Committee, including the consultation questions and tables of grants awarded postsecondary institutions. (SLD)

Data from The College Board's 2000-2001 Annual Survey of Colleges delivers a positive message about the financial accessibility of an education at a public college or university. While the 4.4% increase in tuition and fees and the 5.0% increase in room and board from 1999-2000 to 2000-2001 represent a slightly higher rate of increase than the previous year's, such increases remain near their lowest point in more than a decade. In comparison to the national average, American Association of State Colleges and Universities (AASCU) institutions maintained the same
rate of increase, but average tuition and fees remain below the average for all public four-year institutions ($3,190 compared to $3,510). At the master's level, the average increase nationally was 5%, while for AASCU institutions it was 4.6%. At the doctoral level, the national average increase was 4.5%, while at AASCU institutions the increase averaged a slightly higher 4.7%. The findings from this data underscore for all public four-year institutions the relationship between states' economic and fiscal conditions and its tuition rates. The past several years have been marked by economic expansion and significant budget surpluses, which have helped state colleges and universities to post only modest tuition increases. As the economy shows signs of settling, many states are becoming more conservative in their fiscal decision-making. As a result, the rate of increase for student charges has edged up slightly. Understanding this relationship, particularly in light of the fact that higher education is the largest single discretionary item in most states’ budgets, is important to crafting tuition policy that can moderate the boom/bust cycle that has manifested itself over the last two decades. (EMS)

Ansley, J. (2000). Creating Accessible Schools. District of Columbia: 15. This report examines the issues of school district compliance with the legal mandate to accommodate students with disabilities, and it explores the legislation that addresses student accessibility. The paper discusses and compares the federal laws and enforcement provisions dealing with accessibility, including those under the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), Section 504 of Title V of the Rehabilitation Act, and the advisory guidelines concerning accessibility from the U.S. Architectural and Transportation Barriers Compliance Board. Final comments address the vagaries of accessibility laws and the need for careful reflection when planning new or renovating old facilities. (Contains 28 references.) (GR)

Arizona Board of Regents Phoenix.[BBB20803] (2000). Arizona University System: 2000 Report Card. Arizona: 32. This annual report on the performance of the three Arizona universities, Arizona State University, Northern Arizona University, and the University of Arizona, informs the general public, elected officials, business leaders, and consumers of higher education about the universities' progress and milestones. In preparing the report, the universities complete a self-assessment for performance indicators in four categories: quality and effectiveness of undergraduate education, quality of instruction, demonstrating excellence and innovation, and utilization of resources; these are then graded by the Board of Regents relative to seven strategic factors established for improving the quality of Arizona higher education. The report notes that out of a total of 19 indicators used for the academic year 2000, 5 were superior, 12 were satisfactory, 2 showed a need for improvement, and none were unsatisfactory. Other sections of the report
include information on the scope, size and character of the system; a review of the policy achievements of the Board of Regents in addressing issues of accessibility, learner-centered education, tuition and fees, undergraduate accountability, public-private partnerships, the governor's task force on higher education, the Arizona Partnership for the New Economy, and biennial budgeting; and campus highlights for each of the three universities. (RH)

The revised Arkansas Educational Technology Plan, of the year 2000, is an updated and more detailed plan that is necessary for providing specific help to all levels of the state educational system. The primary focus of the plan is to enhance instruction for higher student achievement through technology and provide a framework to allow this to occur. The revised plan focuses on K-12 education and requires details on high priority needs and implementation of solutions. The planning committee revised the plan recognizing such factors as: technological progress made over the last several years, increased activities in distance learning, more computers accessing the Internet, increase demand for more bandwidth, and changes in local district and state priorities. Contents include: Introduction; Vision; Mission; Goals; Student Standards for Technology; School Improvement; Local School District Planning; Professional Development; Infrastructure; Funding; and Glossary. Appendices include: State Plan Development Timeline; Committee Membership; Arkansas Department of Education: Information and Technology Section; Arkansas Educational Service Cooperative Technology Coordinators; Arkansas Public School Computer Network; Internet Filtering; Accessibility Issues and Policies for the Visually-Impaired; Status Report on Technology in Arkansas K-12 Schools; Computer in Arkansas Public School Districts Grades K-12; and Contributors to Various Technology Related Efforts. A short list of resources for training and technical assistance for educators is provided. (AEF)

This paper provides an overview of Ontario's colleges of applied arts and technology as leaders in applied learning, accessibility, training, quality and innovation, affordability and accountability. Highlights of the diversity of college activities and innovations are included but do not reflect a comprehensive picture of colleges' initiatives. Colleges serve 200 communities in Ontario providing various educational activities to meet the local needs. Postsecondary enrollment has increased by 35% since 1990. In addition to full-time postsecondary programs, colleges also provide many program options for adult learners. Partnerships between colleges,
colleges and the private sector and colleges and government have become increasingly important for institutions, employers, and students to maintain a current and skilled workforce. For example, Access to Opportunities Program, a government initiative requiring partnerships, was created to respond to the shortage of skilled high-tech professionals in Ontario. The paper concludes by describing the initiatives the Association of College of Applied Arts and Technology of Ontario (ACAATO) will be undertaking in response to the invitation of the Investing in Students Task Force. Appendices detailing learner profiles, samples of college partnerships and centers of excellence and the projected operating grant shortfall to 2010 are included. (JA)

This report examines limits on access to education in Australia. Accessibility must be available without discrimination because of physical or economic limitations. Chapters are devoted to nine different types of limited accessibility, affecting: children with disabilities, especially in remote areas without alternative local schools; children isolated from public transport or denied access to school buses; students studying by distance education who are dependent on unreliable power sources or inadequate or very expensive telecommunications infrastructure; Indigenous children in Homeland Centres and remote communities without schools, teachers, or tutors to supervise distance education; Indigenous teenagers with no accessible secondary school curriculum; non-English-speaking children whose curriculum is in English; students in vocational programs who cannot find work experience placements locally and who cannot afford the costs involved in placements away from home; teenagers whose only chance of a secondary education is a boarding school at risk of losing its subsidies; and schools trying to use computers and the Internet where the telecommunications infrastructure is inadequate. The report uses a combination of case studies, evidence submitted to the National Inquiry into Rural and Remote Education, and information about government programs to illustrate the limits presented. It concludes each chapter with recommendations on how to address these limits. A map of each state and territory shows junior and senior secondary school locations and school-aged populations. (Contains 39 references.) (TD)

Focuses on internet accessibility for blind people. How only a fraction of books and periodicals are transcribed into Braille; Technology which allows blind people to access sites on the World Wide Web (WWW); How the use of non-readable internet formats has led to the formation of the Web Accessibility Initiative.

The public sector is becoming less concerned with who is providing a given service but more concerned about the quality, reliability, accessibility, and price of the service. In vocational education and training (VET), one consequence of this transformation is that the various public stakeholders involved with funding, purchasing, and providing VET are increasingly being separated, ensuring that overlaps in responsibilities and sometimes contradicting interests of public stakeholders are minimized while guaranteeing a greater accountability of the various agencies, whether public or private. The corporatization of the Swedish public training provision system, the AMU-Gruppen, is a clear example of deregulation and market orientation of a formerly highly public body with an almost monopolistic position. The process, which started in 1986 with the AMU-Gruppen being transformed from a division under the national board of education to an autonomous agency, may end with the privatization of the entire structure. Likewise, the restructuring of the Dutch VET system, which has resulted in the establishment of regional training centers, has been a long process, initiated by legislation in 1987 that resulted in the first mergers, and continuing so that by 1998-99, the total number of publicly funded VET institutions has dropped from 396 to 65. (Contains 127 references.) (KC)


This document contains the following papers on special needs instruction and technology: (1) "Hawaii Special Education Teacher Induction" (Kalena Oliva and Quinn Avery); (2) "The Impact of Group v Individual Use of Hypermedia-Based Instruction" (Lewis R. Johnson, Louis P. Semrau, and Gail E. Fitzgerald); (3) "Assistive Technology Meets Instructional Technology: A Standards-Based Approach to Implementation in Teacher Education" (Joyce Pittman); (4) "Infusing Technology into a Preservice Teacher Education Program for Special Educators" (Evelyn M. Dailey); (5) "Web Enabled Teaching Aid for Non-Orthographic Languages" (Georgios Kouroupetroglou, Constantinos Viglas, and Christina Metaxaki-Eossionidis); (6) "Special Needs Software Evaluation: Choosing the Right One" (James W. Forgan, Roberta K. Weber, and Perry L. Schoon); (7) "Effective Technology Practices in an Inclusion Classroom: A Proposed Teacher Training Model" (Tandra Tyler-Wood, Joyce Rademacher, and Mark Mortensen); and (8) "Teaching Faculty and Future Teachers about Web Site Accessibility: Issues and Challenges" (Pamela Luft and Drew Tiene). Individual papers contain references. (MES)


Reduced training costs, worldwide accessibility, and improved
technological capabilities have made Web-based training (WBT) a viable alternative to classroom instruction. WBT enables businesses to cut their training costs. Efficiency of operation is another major advantage of WBT. The flexibility of time, place, and programs offered via WBT appeals to learners who must balance school with work and home responsibilities. Task- and detail-oriented people who are focused in their study habits and engaged in learning tasks requiring creative thinking and analysis are most successful in using computer-based, online programs. Virtual classrooms can be asynchronous and synchronous. Asynchronous classrooms allow students and instructors to engage in collaborative learning activities without being online at the same time. Synchronous classrooms are more reflective of traditional classrooms because they allow instructors and students to be online simultaneously. WBT programs must be designed to accommodate learners' needs, allow learners the freedom to follow unique paths to learning in their own cognitive styles, and require students to construct meaning. Studies of the advantages and disadvantages of WBT training have identified tips to help instructors use the Web's technological capabilities to advance their teaching and learning goals with the same quality achievable through the best classroom instruction. (Contains 14 references.) (MN)

Brown, J. D. and S. N. Keller (2000). Can the Mass Media Be Healthy Sex Educators? Family Planning Perspectives, Alan Guttmacher Institute. 32: 255. Discusses the role of mass media in sex education in the United States. Evidence of the accessibility of mass media to young people; Why the media is considered by adolescents as important sources of sexual information; Information on sexuality education Web sites.

Butin, D. (2000). Classrooms. District of Columbia: 5. This paper addresses classroom design trends and the key issues schools should consider for better classroom space flexibility and adaptability. Classroom space design issues when schools embrace technology are discussed, as are design considerations when rooms must accommodate different grade levels, the importance of lighting, furniture considerations, and classroom size ratios and partition arrangement. Final comments highlight classroom design principles that are considered important for all classrooms at all grade levels, such as outdoor accessibility, clustering, the fostering of creativity and student engagement, and classroom adaptability. (Contains 19 references.) (GR)

include an increased enrollment demand; the explosive use of the Internet
and computers as a required occupational and citizenship skill; the digital
divide; an increased demand for the integration of technology in teaching;
the sustainability of technology infrastructure; the need for adequate levels
of intra-campus and inter-campus connectivity; and the need to provide
accessibility for persons with disabilities. This plan focuses on two major
goals: (1) promoting student access to community colleges, instruction,
and student support services; and (2) promoting students' success in their
educational and career goals. The colleges will use technology to enable
students and communities to be successful in a knowledge-based society
by providing universal access to quality learning. Current investment in
technology is insufficient to meet these goals. The colleges require a
substantial infusion of funds to meet the growing technological needs of
students, faculty, and staff. This plan would provide additional resources
into the system's base each year for 5 years. The funding of this plan
would involve a collaborative effort of the state and the private sector. (KP)

California State Postsecondary Education Commission Sacramento.[BBB12341]
(2000). Moving California Ahead: An Executive Summary Concerning Two
Commission Higher Education Long-Range Planning Reports, Providing for
Progress and Policy for Progress. California: 27.

This is an executive summary of two long-range higher education planning
reports completed at the outset of the 21st century by the California
Postsecondary Education Commission. They are "Providing for Progress:
California Higher Education Enrollment Demand and Resources into the
21st Century" and the companion "Policy for Progress: Reaffirming
California Higher Education Accessibility, Affordability, and Accountability
into the 21st Century." This document draws upon these reports and their
respective resources, collecting the major conclusions and
recommendations of both to address: California's continued burgeoning
growth in higher education enrollment demand and the state's ability to
respond; economic trends that will affect both the ability to finance higher
education growth and the types of learning and training opportunities
offered; how to retain educational excellence while maintaining access for
an increasingly diverse student body; and the growing importance of
technology in the classroom and education environment. Specific topics
covered in this report include a discussion of present and past long-range
planning reports, factors influencing the future of California higher
education, enrollment projections and capacity, capital outlay costs,
economic and fiscal forecasts, and three sets of recommendations: for
elected officials and policymakers, for higher education leaders, and for
postsecondary oversight agencies. (SM)

California State Postsecondary Education Commission Sacramento.[BBB12341]
(2000). Policy for Progress: Reaffirming California Higher Education Accessibility,
California: 59.

Released in April 2000, this report is one of a series of publications issued by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Intended to address the needs of elected officials, educators, and governing bodies, the report discusses California's complex higher education issues in the context of increased enrollment projections, diversity, and institutional accountability. California's institutions of higher education will be expected to enroll approximately 715,000 additional students by the end of the decade, an increase that poses a challenge to the system. This challenge is addressed by the more than 40 recommendations stated in the commission's report. Facilities improvement is a highlighted issue. Other factors include demographic shifts within the state that will lead to increased diversity; technology's presence within the economy and in education; and the relationship between the economy and public education. Recommendations focus on each of three audiences: 1) policy makers and government bodies, 2) leaders in higher education, and 3) the Commission and other coordinating entities. Education access, affordability, and accountability comprise the major topical areas of the recommendations. (HB)

Corson, P. and S. Martin (2000). Quality: Canadian Style. Canada Ontario: 14. This paper offers a brief outline of current Canadian research contributing to the understanding of quality in early child care and education, and highlights, as a means of demonstrating elements of high quality, a range of early childhood care and education programs, policies, and practices offered in Canada. Three separate components of Canadian practice are described: (1) the comprehensive new family policy in Quebec, which increases the accessibility of child care; (2) the provision of multi-age groupings that include infants and toddlers in Ontario; and (3) the creation of a Family Development Centre in downtown Toronto designed to meet the diverse needs of parents and children. The paper notes that all three of these components reveal a research-based approach to ensuring that the concepts of quality are evolving. (Author/EV)

Dorfman, S. L. (2000). Preventive Interventions under Managed Care: Mental Health and Substance Abuse Services. Special Report. Maryland: 86. Programs and services that prevent substance abuse and mental health disorders have the potential to lessen an enormous burden of suffering and to reduce both the cost of future treatment and lost productivity at work and home. The availability and accessibility of these interventions to Americans whose health care is provided by managed care organizations depend upon the services status as covered benefits. The ability to encourage managed care organizations to provide them may be enhanced with evidence of their effectiveness and their positive impact on cost. To compile and disseminate that evidence, this review of the
literature presents information on preventive interventions to promote mental health and prevent substance abuse. After an extensive search of peer-reviewed journals, 54 articles from 1964 to 1999 that demonstrate positive outcomes from preventive substance abuse and mental health interventions are summarized in this document. The following six preventive services are recommended for consideration by managed care organizations: (1) prenatal and infancy home visits; (2) targeted cessation education and counseling for smokers, especially those who are pregnant; (3) targeted short-term mental health therapy; (4) self-care education for adults; (5) presurgical educational intervention with adults; (6) and brief counseling and advice to reduce alcohol use. Three appendixes contain preventive behavioral health statistics, past and present; cost analyses; and literature summaries. (Contains 156 references.) (GCP)


The U.S. Department of Education recently identified five essential components for excellence in early childhood teacher preparation programs. This dissertation proposal outlines a study to examine the 41 two- and four-year early childhood teacher preparatory institutions in Massachusetts, using these 5 "essentials for excellence." Those characteristics are: (1) interdisciplinary preparation for diverse early childhood settings; (2) a system that balances specialized preparation with realism and accessibility; (3) faculty with resources to prepare tomorrow's professionals; (4) structures and processes to support and sustain innovation; and (5) tools to define, recognize, and assess high quality early childhood teacher preparation. This proposal outlines the conceptual framework to be used in the study, examines the impact of educational reform in Massachusetts, and identifies two major research questions: (1) Do early childhood teacher preparatory programs in 2- and 4-year institutions of higher education support those elements which research has deemed essential for excellence? If not, which elements are supported and which are not? Where are there gaps? (2) What are the characteristics of promising models in Massachusetts? The proposal also examines events leading to the current national focus on early learning, including government-led education reforms, teacher testing, structural and process elements of early education and care programs, components of professional practice, and the role of early experiences in brain development. The methodology of the proposed study is detailed, along with data analysis methods, and limitations and significance of the study. Appended is a list of the Massachusetts early childhood teacher preparation programs. (Contains approximately 80 references.) (KB)

El-Tigi, M. A.-E.-D. (2000). Integrating WWW Technology into Classroom Teaching: College Students' Perceptions of Course Web Sites as an Instructional
This study examined college students' perceptions of course Web sites as an instructional resource for classroom-based courses. The focus was on identifying functions on the sites that students perceived as supporting and fostering their learning experiences. Subjects were 142 students responding to a 60-item questionnaire and open-ended questions. Findings indicated an overall positive perception of the quality and usefulness of the course Web sites. On average per typical semester week, 64 minutes were spent on conducting searches on the Web, 40 minutes on downloading and printing material, and 34 minutes on communicating with faculty and teaching assistants. Highest ratings of instructional quality were on the visual appeal and readability of sites and the importance of the material on the site. Lowest were on the clarity and purposeful introductions to each segment on the site, clarity of the connection of each new section on the site with course objectives, and general taste in color of the pages. Highest ratings for perceived usefulness were on the use of visuals to recall or present new information and the opportunity to ask questions online. Lowest were the use of links to review/recall prerequisite material and instruction on how to navigate the site. Greatest barriers to use were access to computers and to Web site addresses, perceived in adequacy of their Internet skills, motivation to use the site, and time constraints. Greatest facilitators of use were guidance, quality of content, availability of material, access to material, faculty, peers, teaching assistants, experts, and ease of communication. Overall impact of course Web sites was time saving qualities, 24-hour accessibility to resources, facilitating preparation for class, and increased understanding of class expectations and objectives. There appeared to be a negative relationship between residential distance from campus and perceived usefulness of sites and a possible relationship between courses and students' perceived instructional quality on functions related to clarity of purpose and objectives. Also, there appeared to be a general lack of motivation to use the sites, possibly due to their lack of mandatory use and what students reported as a lack of incentive to use them for specific course requirements. 


An anonymous survey was used to assess high school counselors' ratings of the importance of various college choice factors they advise students to consider when selecting a college. Counselors were also asked to rate a Carnegie Research I institution relative to other colleges in the state with respect to these college choice factors. The findings from the 138 respondents from a western state indicate that counselors considered quality of undergraduate education, quality of faculty, tuition, accessibility, helpfulness of faculty and staff, and class size to be the most important
college choice factors. The Carnegie Research I institution was ranked favorably on variety of majors, prestige of the degree, extracurricular activities, diversity of students, and undergraduate research opportunities. Overall, counselors rated the flagship institution more favorably on factors they considered of lesser importance and less favorably on those factors they deemed to be of greater significance as they advised students. Collectively, these findings raise concerns for this state's flagship university, concerns that are likely to apply to other flagships, given their nature (i.e., research focus, large size). Counselors may well be steering prospective undergraduate students away from Research I institutions, which they perceive as large and unresponsive. This highlights the need for Research I institutions to think about their image in two markets with conflicting values. On one hand, these institutions must focus their attentions on research issues, such as attracting prolific faculty, attracting research grants, and building endowments. Simultaneously, however, they must regard prospective undergraduate students and the groups that influence them as an equally important market, especially given the increasing alignment of state allocations with student enrollments.

(Contains 2 tables and 16 references.) (Author/SLD)


This document, which is intended for individuals involved in writing and reviewing college disability statements, summarizes the results of a Further Education Development Agency evaluation of the disability statements of 432 further education (FE) colleges throughout England. Chapter 1 examines the extent to which the individual FE colleges' disability statements meet the criteria specified in 1996 regulations governing FE colleges' disability statements. Included throughout Chapter 1 are numerous examples of good practice in 423 (98%) of the policy statements that indicate the institutions' commitment to respond flexibly to all students, including those with disabilities. The examples illustrate policy statements by focusing on the following items: overall policy, admissions arrangements, education facilities and support, other support, examination arrangements, physical access, and complaints and appeals procedures. Chapter 2 evaluates the disability statements in terms of their style, format, and accessibility. Special attention is paid to the following aspects of the statements: title; length and size; presentation (word processed versus printed); and availability in alternate forms. Fifty-one examples/figures are included. Appended are the following: text of "The Education (Disability Statements for Further Education Institutions) Regulations 1996: Guidance for Colleges in the FE Sector in England"; framework for evaluation; and interview schedules. (MN)

Flowers, C. P., M. Bray, et al. (2000). ACCESSIBILITY OF SCHOOLS AND COLLEGES OF EDUCATION HOME PAGES FOR STUDENTS WITH...
Evaluates the accessibility of Colleges of Education web sites for students with disabilities. Use of the Internet for increased self advocacy by individuals with physical impairments and disabilities; Variety of disabilities that can reduce accessibility to the World Wide Web; List of available resources for the development of accessible home pages.

ABSTRACT FROM AUTHOR

Institutions of Higher Education (IHEs) and Colleges of Education (COEs) use the World Wide Web (WWW) to disseminate and gather information. Online barriers limit the accessibility of the WWW for students with disabilities. The purpose of this study was to evaluate the accessibility of COE home pages. Two hundred and fifty Web sites were randomly selected for evaluation. A software program was used to quantify the number of accessibility errors at each site. The results indicated that most (79%) colleges of education home pages had accessibility problems, and the majority of these problems (67%) of the errors were severe problems that should be given a high priority for correcting. The good news is that the majority (74%) of the errors can easily be corrected. The work reflects a need for COEs to examine the accessibility of their home pages. Direction for improving accessibility is provided.

ABSTRACT FROM AUTHOR


Features AOL@SCHOOL, a Website designed for schools in the United States. Highlight on the accessibility of Cable News Network's daily top stories; Provision of professional development opportunities and educational trends for the teachers; Weaknesses of the site.


This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. This volume describes the approach used by Florence-Darlington Technical College (FDTC), in Florence, South Carolina. The key feature of the FDTC approach is the development of the Program Accessibility Committee (PAC). The PAC recommends appropriate action to the administration to ensure access into FDTC by students with disabilities, reviews requests made by students with disabilities for entry into specific curricula, recommends any appropriate accommodations that might be necessary to assure entry into FDTC, recommends to the administration modifications to the physical facilities and other appropriate
accommodations, and monitors compliance with federal laws. The report discusses the mission, goals and objectives of FDTC, significant features other PAC, key factors that make FDTC's approach effective, and evaluation results demonstrating the effectiveness of FDTC's approach. Characteristics that are manifested in all six of the profiled schools are also listed and an accompanying CD-ROM describes the projects. (CR)

Explores Web site accessibility in 80 academic institutions of communications and journalism in the United States and Canada. Utilization of the Bobby test; Suggestions of revising markup of pages for accessibility to students with vision, hearing, and mobility problems; Resources for keeping abreast of developments in accessibility standards and tools.

This report compares plaintiff and nonplaintiff school districts in "Council for Better Education v. Wilkinson" and "Rose v. Council for Better Education" as regards the equity and adequacy outcomes resulting from rulings of the Kentucky Supreme Court and subsequent implementation of the Kentucky Reform Act (KERA) of 1990. Descriptive statistics were utilized to compare variables and determine differences in selected finance measures. The principle of equity utilized was the resource accessibility standard defined by Thompson, Wood, Honeyman, and Miller (1994). Some variables compared are property assessment per pupil, equivalent tax rate, per-pupil expenditures, and average teacher salaries. Comparisons of per-pupil expenditures indicated significant revenue and spending gaps remained among the 176 Kentucky school districts 10 years after KERA's implementation. However, examination of resource accessibility, within the framework of this analysis, supports a conclusion that progress has been made in attaining equity in Kentucky school districts on the state-mandated assessment of student performance. The wide variety in quality in school performance in Kentucky since KERA suggests that not all schools and districts are likely to utilize the resources at their command equally well. This study is only one step toward understanding the relationships among equity, adequacy, and equity outcomes of KERA. (Contains 16 references and 10 tables.) (Author/RT)

Focuses on the need to make the Internet accessible to people with disabilities. Use of assistive technology such as a screen reader software utility to read Web pages aloud; Application of Title III of the Americans
with Disabilities Act to Web sites, which are public accommodations, according to a ruling by the United States Justice Department; Efforts of groups such as the National Federation of the Blind to increase Internet accessibility for handicapped consumers. INSET: Learn More About Web Accessibility.


Public consultations had revealed that access to education was a significant concern in rural and remote areas of Australia, particularly in relation to ongoing economic decline. In response, the Australian Human Rights and Equal Opportunity Commission initiated the National Inquiry into Rural and Remote Education. The inquiry took evidence at formal public hearings in the capital cities of every state and territory and at less formal meetings with parents, students, educators, and community members in rural and remote areas of every state and the Northern Territory. The inquiry received 300 written and e-mailed submissions, including one from the government or education department in every state, the Northern Territory, and the Commonwealth. The inquiry also commissioned a survey from the Youth Research Centre at Melbourne University to which 3,128 individuals responded. This report summarizes major concerns raised by the public, drawing on selected quotes that are broadly representative. Following an introduction, chapter 2 describes the numbers, locations, schooling arrangements, and outcomes of rural and remote students. Chapters 3-6 cover the following themes: availability and accessibility of schools, distance education, travel, and financial aid; schooling quality (curriculum, staff, facilities, information technology, and other learning opportunities); students with disabilities (numbers, discrimination, barriers to integration, and some special programs); and Indigenous students (numbers, situation, access, barriers to participation and support, outcomes, Indigenous cultural studies, and Indigenous languages). The final chapter presents an overview of the human rights provisions relevant to rural and remote education. (Contains 14 references.) (TD)


In February 1999, the Australian Human Rights and Equal Opportunity Commission initiated the National Inquiry into Rural and Remote Education, which investigated the provision of education for children in rural and remote Australia. The inquiry took evidence at formal public hearings in every state and territory and at less formal meetings with parents, students, educators, and community members in rural and remote areas of every state and the Northern Territory. The inquiry
received 287 written and e-mailed submissions. The inquiry also commissioned a survey from Melbourne University to which 3,128 individuals responded. This report presents the inquiry findings related to rural education outcomes, responsibility for education, the policy context, and the human rights context. It offers 73 recommendations organized by five necessary features of school education: availability, accessibility, affordability, acceptability, and adaptability. The report makes the adoption of these five features by all education policy makers and providers in Australia its first recommendation. A separate chapter describes necessary policy parameters for the implementation of all inquiry recommendations, including the need for cross-sectoral and interagency collaborations, a new funding framework for rural and remote education, and other strategies. Appendices contain 26 references, extracts from international treaties, and lists of hearings and submitters. (TD)


This report highlights and summarizes accountability activities and initiatives submitted by Illinois's 48 community colleges in their Accountability/Program Review Reports. This report has three primary sections: (1) Accountability Special Focus Area, which describes college priorities, performance-based incentives--district-based goal, and academic and student services--and availability and accessibility; (2) Analyses of the Results of Fiscal Year 2000 College Program Reviews, which examines programs in five academic disciplines, 37 occupational program areas, and in adult and developmental education and English as a Second Language; and (3) State-Level Initiatives, which discusses initiatives undertaken at the state level in support of the role community colleges in Illinois play in meeting local and statewide needs for education and workforce development through high quality, accessible, and cost-effective programs and services. This report provides evidence that Illinois's comprehensive community colleges play a vital role in the state's educational and workforce preparation; they provide access and opportunity to nearly one million diverse students annually. They are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. Illustrates that the colleges are committed to continuous improvement of their programs and services and that they have strategic planning processes in place to address future needs. Appendices include community college program review tables. (VWC)


This document presents the administrative rules of the Illinois Community College Board (ICCB). Subpart A, the Illinois Community College Board Administration, presents items such as definition of terms, advisory
groups, manuals, appearance at ICCB meetings, advisory opinions, recognition, and appeal procedure. Subpart B, Local District Administration, looks at reporting requirements, certification of organization, delineation of responsibilities, and maintenance of documents or information. Subpart C, Programs, discusses items such as term definitions; program requirements; statewide and regional planning; college, branch, campus, and extension centers; reporting requirements; and course classification and applicability. Subpart D, Students, describes admission of students, academic records, student evaluation, student services, and reporting requirements. Subpart E, Finance, details items such as financial planning, audits, budgets, credit hour grants, uncollectable debts, student tuition, published financial statements, special population grants, chart of accounts, retirees health insurance grants, special initiatives grants, deferred maintenance grants, and technology enhancement grants. Subpart F, Capital Projects, addresses approval of capital projects, state-funded capital projects, and demolition of facilities. Subpart H, Personnel, outlines term definitions and sabbatical leaves. Appendix A, Public Access to Information, includes information requests and minutes of closed sessions. Appendix B, Americans with Disabilities Act Grievance Procedures, presents purpose, definitions, procedure, designated coordinator level, final level, accessibility, and case-by-case resolution. (VWC)


The World Wide Web has the potential to greatly improve the access to information enjoyed by people with disabilities. Pages can be made both attractive and accessible, using recommendations of the World Wide Web Consortium's Web Accessibility Initiative (http://www.w3.org/wai).ABSTRACT FROM AUTHOR


This report provides data on the use of mobility devices in the United States by providing a detailed profile of the population using these devices. It covers their demographic characteristics; health and disability status, including diagnoses and impairments, physical functioning, and
activities of daily living; and health insurance status. The report also addresses the accessibility of mobility device users' homes and larger environments. Introductory material includes highlights of the report and analysis of data sources and accuracy. The first major section focuses on population estimates and sociodemographic comparisons, including age and gender, race and ethnicity, educational attainment, employment and labor force participation, family income, and location and setting of residence. The following section addresses the health and disability status of mobility device users, including self-reported health status, hospitalization history, perceived disability status, activity limitation, functional limitation, activities of daily living, and instrumental activities of daily living. The third section considers health conditions and impairments associated with use of mobility devices by age group and by leading conditions. The next section considers accessibility features and problems, including those within and around the home, those outside the home, and public transportation. A brief section on health and insurance and a section on conclusions complete the report. Twenty-six tables are included. (DB)


Designing open, flexible distance learning systems on the World Wide Web requires thoughtful analysis and investigation combined with an understanding of both the Web's attributes and resources and the ways instructional design principles can be applied to tap the Web's potential. A framework for open, flexible, and distributed learning has been developed to provide guidance in designing, developing, implementing, and evaluating instructional and training materials on the Web. The proposed framework is based on eight interrelated and interdependent dimensions and associated subdimensions as follows: (1) pedagogical (content, goals/objectives, design approach, methods and strategies, organization, instructional medium, evaluation); (2) technological (infrastructure, hardware, software); (3) interface design (page and site design, navigation, usability testing); (4) online support (instructional/counseling support, technical support); (5) management (maintenance of learning environment, distribution of information); (6) resource support (online resources, offline resources); (7) ethical (social and cultural diversity, geographical diversity, learner diversity, information accessibility, etiquette, legal issues); and (8) institutional (academic affairs, student services). The proposed framework is said to have the potential to provide guidance in designing Web-based learning materials; reviewing Web-based instruction and training courses; organizing resources for Web-based learning; designing comprehensive authoring systems; and designing distributed learning systems, virtual universities, and cyberschools. (Contains 45 references.) (MN)

Alignment of content standards, performance standards, and assessments is crucial. This guide contains information to assist states and districts in aligning their assessment systems to their content and performance standards. It includes a review of current literature, both published and fugitive. The research is woven together with a few basic assumptions, best practice, and practical reality to produce a resource for planning and achieving a comprehensive aligned system of standards and assessments. The guide rests on six general assumptions about the foundations of an aligned system and draws on relevant research in discussing critical aspects of alignment: (1) content match; (2) depth match; (3) emphasis; (4) performance match; (5) accessibility; and (6) reporting. It also discusses alignment in the context of other components of the educational system, including accountability, teacher involvement and professional development, policy development, textbook adoption and use, and K-16 connections. An appendix contains an annotated checklist that states and localities can use to evaluate the degree of alignment of their assessments and standards or to develop an aligned assessment system. (Contains 28 references.) (SLD)


This study is a proposal for community college programs that train, certify, and degree prospective mediators with a transferable associates degree, a certificate, or a career studies certificate in conflict mediation. The paper details the Conflict Resolution Communication Program, a prototype for an educational conflict resolution curriculum, effective implementation, and evaluation by the Commonwealth of Virginia. The National Center for Injury Prevention and Control and the Statistical Abstract text of the U.S. reported in 1999 that between 1994 and 1998, 173 violent deaths occurred in schools across the nation, 50% of children ages 9 to 17 were worried about dying young, and 31% of children ages 12 to 17 knew someone their age who carried a gun. The paper reports the existence of 69 conflict resolution degree programs in four-year institutions in the U.S., and no community college programs. The author argues that these programs are needed in community colleges in order to train more mediators with greater accessibility and affordability to reduce the spread of violence. The paper offers a review of the literature, program curriculum and syllabus, and a grant funding proposal. Research instruments appended. (Contains 60 references.) (NB)


Focuses on HomePage Reader and Gnome 2.0, two projects trying to
bring Web accessibility for people with disabilities in the United States (U.S.). Challenges faced by IBM in updating HomePage Reader, a screen reader for the Web; Potential impact of Gnome 2.0 on the U.S. government.

McNeil, S. G. and B. R. Robin (2000). Facilitating Collaboration, Knowledge Construction and Communication with Web-Enabled Databases. Texas: 7. This paper presents an overview of World Wide Web-enabled databases that dynamically generate Web materials and focuses on the use of this technology to support collaboration, knowledge construction, and communication. Database applications have been used in classrooms to support learning activities for over a decade, but, although business and e-commerce have quickly embraced dynamic Web-based databases, their potential in educational environments is just now beginning to be realized. The authors explore a social constructivist framework for using Web-based databases to support learning and assessment and describe several specific applications of dynamic databases used to facilitate the construction of knowledge and support collaborative activities in online education courses. Several uses of databases are summarized, including building community, potential for continued growth, simplicity and accessibility, empowerment, and quality. The following examples of dynamic databases are described: student pictures and biographies for HyperGroups; computer-based instruction database; and faculty feedback. (Contains 13 references.) (MES)

McQuay, P. L. (2000). College Transfer: Community College to University. United States Community College System. Iowa: 9. This paper, which was presented at the Meeting of the Inter-American Bank Countries at Harvard Graduate School of Education in September 2000, discusses the United States Community College System. There are three types of education at American community colleges: university parallel programs, career education, and continuing education. The university parallel programs are sometimes referred to as the two-plus-two concept, meaning a student will complete two years of study at the community college before transferring to a university. The strongest argument for offering the two-plus-two program at the local community college is accessibility, economics, and teaching and learning support. Career education is, by design, not developed nor structured to be transferable. Therefore, unlike the college transfer track, career programs will vary in length from several months to a maximum of two years in most U.S. community colleges. Finally, continuing education at community colleges offer mostly noncredit courses. This unit of instruction was not designed for transfer and plays an important role in the economic development of the local community by assisting in the upgrading of employment skills. This document also discusses articulation agreements between two- and four-year institutions in America and other countries and

Based on the view that the rapid expansion and development of preschool education requires careful scrutiny of both educational policy and practices, this book presents information on current early childhood education and care policy in Portugal. Section 1 of the book provides a historical framework for the development of early childhood education and care (ECEC) in Portugal, definitions of relevant terms, the types of current ECEC provisions, and the context influencing ECEC policies and practices. Section 2 defines policies related to educational quality and program accessibility. Section 3 presents policy approaches with regard to regulations, staff, program content and implementation, participation and support to families, and funding. Included in this section are descriptions of programs in the Autonomous Regions of Madeira and Acores. Section 4 presents information on program evaluation and research in Portugal. Section 5 asserts that the government of Portugal has made a clear investment policy in education as a whole, with particular emphasis in preschool education. The section presents objectives related to preschool attendance and program quality, and identifies challenges for program development. The book concludes with a glossary and a list of abbreviations. Appendices include graphic displays of statistical indicators for Portugal and European Union countries, and the paper "Early Childhood Education and Care Policy In Portugal: OECD Country Note," which identifies the progress made in Portugal and the difficulties still hindering achievement of objectives regarding care and education of children from birth to compulsory school age. (Contains 30 references.)


This document is part of the series, "New Expeditions: Charting the Second Century of Community Colleges," sponsored by the W.K. Kellogg Foundation Initiative. This paper addresses the issues related to access at community colleges. Increases in high school completion rates have generated an enormous demand for higher education, much of which is absorbed at the community college level. Community colleges provide greater access and flexibility to students than any other sector of higher education. Universal accessibility, however, has created challenges for community colleges as they find themselves in the position of defending their identity as college-level institutions. Admission, which requires no minimum grade point average or college admission tests, is part of the flexibility that draws students to community colleges. However, the lack of
such requirements means that there is very little data about the different levels of preparation and achievement by students when they enter community colleges. Critics maintain that much community college instruction is conducted at a high school level. The authors argue that providing more information about the personal, academic and work backgrounds of their students will help community colleges to better understand the degree to which they are fulfilling their mission. Five tables include statistics, broken down by race, about enrollment rates, part-time and full-time, at both two-year and four year institutions. (AF)


In the first manuscript, preference and interest studies are examined for the purpose of determining the issues involved in guiding educational professionals in the selection of books for free reading in the classroom and the library. Studies which examined books that children actually read rather than studies investigating topics children might want to read about, were more apt to give an accurate view of children's reading interests. Accessibility in terms of language and setting was found to be one determinate of reading interest. Identification with characters was another major indicator of children's reading engagement. The second manuscript notes that the state book award programs exist to encourage the recreational reading of the best in contemporary children's literature. Although adults generally create the book award list of nominees, children who have read a minimum number of the books may vote for their favorite. The study assumed that books winning more than 4 different state book awards have elicited a high level of interest by child readers. A list of the 1990-2000 winners of 44 state book award programs, concentrating on the category that included the elementary years, was compiled. Analysis of the data indicated that 7 authors won more than 39% of the awards given during that period. Reading levels for the books winning more than 4 awards averaged fifth grade, zero months. Analyzing the content of the top 10 titles, which had won 28% of the total number of awards, supported the research on children's reading interests. This research indicates that children are interested in books that are accessible in setting and language and provide a character with whom the children can easily identify either on a superficial or developmental level. Contains a total of 33 references, and 2 figures and a table of data. An appendix lists 19 works of children's literature cited. (Author/RS)


This report records the main themes of the discussions and recommendations made at a policy consultation on the Connexions
Service. Section 1 examines the current use of information and communication technologies (ICT) in relation to relevant forms of personal information, advice, and guidance leading to personal development for young people aged 13-19. It reports that over 150 items of software relevant to career education and guidance (CEG) are currently available; hundreds of websites offer help and advice; and Connexions will be delivered through ICT (among other means) have a website, and issue a CD-ROM. Section 2 explores the issues and creative possibilities in developing the role of ICT as a "tier" within the Connexions Service, including its relationship with face-to-face services for young people. Key issues on service delivery are divided among these topics: access, engaging the users, meeting the demand, targeting the service, levels of service, involving young people, and confidentiality. Section 3 identifies the measures needed to assure the accessibility, impartiality, confidentiality, and quality of technically mediated services within Connexions. These issues are addressed: national or local provision, a new building or "in-fill," quality standards, and ICT and the personal advisor. Twelve recommendations are made. (YLB)


This document presents the final regulations of the Office for Civil Rights, Department of Education, concerning nondiscrimination on the basis of handicap in programs or activities receiving federal financial assistance under Section 504 of the Rehabilitation Act of 1973. The first part covers general provisions such as purpose, application, definitions, prohibition of discrimination, remedial action and self-evaluation, grievance procedures, and effect of state or local laws. The next section addresses employment practices, especially prohibition of discrimination, reasonable accommodation, employment criteria, and preemployment inquiries. Accessibility is the topic of the third section, which provides regulations for both existing facilities and new construction. The section on preschool, elementary, and secondary education focuses on areas such as location and notification, free appropriate public education, educational setting, evaluation and placement, procedural safeguards, nonacademic services, preschool and adult education, and private education. The following section lists regulations for postsecondary education concerning admissions and recruitment, treatment of students, academic adjustments, housing, financial and employment assistance, and nonacademic services. The final section considers health, welfare, and social services including drug and alcohol addicts and education of institutionalized persons. (DB)

Criticizes the demands placed on Web developers by a guideline published by the Web Accessibility Initiative of the W3 Consortium as well as the launch of the Web site of the Americans with Disabilities Act (ADA). Details on a House testimony of Judy Brewer, director of W3 Consortium; Potential ADA liability; Role of Brewer’s group.


A formative evaluation was conducted to determine the types and amount of dissemination and services the Pacific Regional Educational Laboratory (REL) provided to its constituency in the first 9 months of 1999. The evaluation also studied how recipients of REL products and services perceived the usefulness and quality of the products and services provided, and it identified strengths and areas for improvement for program refinement. A total of 129 questionnaires (39%) of an original 300 were returned, and most were usable. In the first 9 months of 1999, the REL disseminated over 8,000 copies of products, print and other media, to its constituents, and over 75% of the recipients found the products useful. They expressed satisfaction with the overall quality of the materials, indicated that the products had a positive impact on their work, and encouraged the REL to continue to improve the accessibility of its products to educators. In the same period, the REL provided about 60,000 person hours of service in the various formats. Response to these services were favorable. Over 50% of respondents received the services available to them, and most did so more than once. The REL conducted 21 workshops and presentations, and an overwhelming majority of participants ranked the attributes of the workshops and presentations very highly. About 20% of survey respondents were not familiar with REL products, a finding that suggests that ways should be found to promote REL products and services and improve their accessibility. Three appendixes contain the client survey, the workshop participant questionnaire, and a list of products distributed. (Contains 19 tables.) (SLD)


Reviews the book 'Web Accessibility for People with Disabilities,' by Michael G., Paciello.


Discusses the need for educational Web sites to be compliant with the provisions of the Americans With Disabilities Act. Design of computers with universally-acceptable features; Tips in evaluating whether a Web
site is handicapped accessible; Features of Bobby, a Web-based tool that analyzes Web pages for accessibility by people with disabilities.

Explores the use of electronic publishing in scholarly journals. Importance of cyberjournals in areas of study like science and medicine where the most current information available is the most valuable; Advantages of electronic documentation in its ability to offer numerous research materials and texts used to write the articles; Electronic publishing's accessibility to a wider audience; Problems with electronic publications of scholarly writing.

This is the annual report for 2000-2001 from the Saskatchewan Institute of Applied Science and Technology (SIAST). The SIAST Review Committee's report identified four priorities: (1) an appropriate and progressive mandate; (2) a commitment to accessibility; (3) responsiveness to the labor market; and (4) organizational effectiveness. This report also identifies the challenge of increasing Aboriginal access and success as a major priority. In addition, SIAST will seek alliances and partnerships with business, industry, and other institutions. Other highlights include: (1) SIAST's FTE for 2000 was 10,322, with 2,390 students in adult basic education courses; (2) a total of 3,475 total graduates from 187 programs in 2000 were surveyed for the Graduate Employment Survey; 68% responded. Ninety-six percent rated the overall program quality as good to excellent, while the average salary for respondents in full-time, training related occupations was $2,049 per month; and (3) SIAST's estimated economic impact in 1999-2000 was calculated by taking the sum of direct and estimated indirect expenditures. The impact on the city of Moose Jaw was $55.2 million, and the impact on Saskatoon was an estimated $80.8 million. Includes statements of financial assets and liabilities, with breakdowns of cash flow. (Contains 16 tables.) (NB)

This project examines the impact of technology on the process of higher education and the impact of these advances on both students and faculty. Student demographics and academic achievement from 30 years ago are compared to those of modern students as reported by veteran and new faculty members. The impact of technology on the modern student is discussed, as are technology-relevant changes in the university experience for students and faculty. The changes in the accessibility of college classes by nontraditional students due to multimedia and Internet
technology is also discussed with respect to the changing nature of distance education, including emergence of teleconference courses, Internet-based classes, and other alternatives to the traditional correspondence course. (Author/MSE)

Shapland, C. (2000). Sexuality Issues for Youth with Disabilities and Chronic Health Conditions. Healthy & Ready To Work (HRTW) Policy Brief. Florida: 24. This policy paper addresses sexuality issues of youth with disabilities and chronic health conditions. The first section introduces the problem of teen pregnancy and pregnancy prevention. The second section provides definitions of disabilities including both visible and invisible disabilities. Risk factors for teen pregnancy are identified and discussed next, including risks for all youth, risks for youth with disabilities, poor academic achievement/high dropout rate, low expectations for post high school outcomes, sexual abuse, cognitive difficulties, poor social skills, poor self-esteem and body image, and lack of information. The final section recommends needed actions and focuses on accommodating community programs for youth with disabilities. This section addresses: sex education, community family planning services, comprehensive programs, community partnerships, inclusion of young men, physical accessibility, contraceptive needs, acknowledgment of cultural diversity, and a checklist for programs. Five policy recommendations and a list of programs/resources conclude the paper. (Contains 41 references.) (DB)

Singh, D. K. (2000). Transition to Post-Secondary Environments. New York: 14. This report discusses the findings of a national survey of 160 colleges and universities that explored facilities and services to students with orthopedic disabilities, including structural accessibility, academic accessibility, dorm-living, and recreational opportunities. Results of the survey indicate: (1) 10 percent of the institutions of higher education (IHEs) offer structural accessibility to students who have orthopedic disabilities; (2) 66 percent of the IHEs offer academic accessibility to students who have orthopedic disabilities; (3) 2 percent of the IHEs facilitate dorm-living for students who have orthopedic disabilities; (4) 31 percent of the IHEs offer recreational opportunities to students who have orthopedic disabilities; (5) 7 percent of the IHEs provide total or full accessibility to students who have orthopedic disabilities; (6) overall, public IHEs offer more accessibility in all areas than private institutions; (7) the size of an IHE has nothing to do with its structural accessibility; (8) the larger the size of the IHE, the greater is its academic accessibility; (9) there is no relationship between the geographic region and institutional accessibility; and (10) academic accessibility provided by the IHEs was significantly greater than any other type of accessibility. (CR)

This book provides a history and overview of transitional services and educational programs provided for high school students with disabilities and proposes a new model of comprehensive transition education and services. The book is organized in 12 chapters: (1) "Secondary Special Education in Perspective"; (2) "Transition Education and Services Models"; (3) "Transition Education and Services Guidelines" (Debra A. Neubert); (4) "Students and Families: Key Participants in High School Programs for Students with Special Needs"; (5) "Transition Assessment"; (6) "Transition to Employment"; (7) "Job Placement, Training, and Supervision"; (8) "Transition to Postsecondary Education"; (9) "Transition to Adult Independent and Interdependent Living"; (10) "Instructional Strategies" (Mary E. Cronin); (11) "School-Based and Community Resources: Linkages and Referrals"; and (12) "Issues in the Delivery of Transition Education and Services." Three appendixes include lists of resource agencies, assessment instruments for transitional planning, and a checklist for accessibility and usability of buildings and facilities. A glossary defines 63 terms, and 761 references are listed. (KC)


A lack of awareness of disability issues in the provision of digital educational material is resulting in a situation where much of this material is, to some degree, inaccessible to people with certain disabilities. Current and proposed disability legislation in countries such as the United States and the United Kingdom means that any educational material produced by institutions, and which has accessibility barriers, may soon be illegal. This paper discusses the issues involved in the provision of accessible digital material, with a heavy emphasis on Web-based resources, with a view to raising awareness and avoiding a potentially embarrassing situation for educational institutions. The various assistive technologies used by disabled people to access digital material are discussed, along with the problems by inaccessible material, illustrated by examples of inaccessible Web pages. Solutions for ensuring the accessibility of digital material are provided, including a discussion of open standards and guidelines and principles of accessible content design.


This document contains the 2000-2005 statewide master plan for public higher education in Tennessee developed from a review of literature; reports; interviews with legislators, government officials, business and industry representatives; and analysis of data from the Tennessee Higher Education Commission. The master plan outlines the goals and general objectives that respond to the postsecondary education needs of
Tennessee and its citizens. It should be viewed as a continually developing guide that reflects the commitment of the Tennessee Higher Education Commission to equity, excellence, accessibility, and accountability. The report is based on several assumptions about the future of higher education in Tennessee, including the assumption that there will be no radical changes in the governance structure of higher education. The plan contains these goals, with related objectives: (1) elevate the educational attainment levels of Tennesseans; (2) clarify all institutional missions and present programs, services, and resources aligned to support the mission; (3) strive to be among the national leaders in the development and assessment of quality instructional programs based on student outcomes; (4) strive to be recognized as a national leader for quality research and public service; (5) strive for a sustained level of funding that will allow Tennessee citizens to reach their educational objectives (6) assure that public higher education will play a major role in the economic development of Tennessee; (7) implement an efficient, high quality information system; (8) offer relevant educational programs in partnership with business, government, and other educational agencies to address economic, intellectual, and social problems; and (9) communicate the values, strengths, and needs of higher education to the public and the branches of state government. (SLD)


Texas' new higher education plan sets goals of enrolling 500,000 more students in higher education and increasing the number of certificates and degrees awarded by 50%, by 2015. Distance learning technology, which is already opening doorways to higher education, is poised to play an even larger role in helping Texas reach these goals. The Texas Legislature in 1999 directed the Coordinating Board to study the effects of and accessibility to distance education for under-represented groups in Texas. A symposium was convened of 42 distance education and technology experts representing all levels of education, business, community groups, all areas of the state, and its major population groups to provide information on the effects of and accessibility to distance education for under-represented groups in Texas. Discussion of barriers to distance education for all Texans focused on supply and demand. On the supply side, participants noted the high cost of technology, inefficiencies resulting from the independent actions of institutions producing distance education courses, and the lack of incentives for faculty to produce and provide distance education courses. On the demand side, participants noted that many Texans lack: access to computers and the Internet, knowledge about computers and technology, and motivation due to perceived or real feelings that the system is non-responsive. Participants noted many positive steps institutions were taking to develop their distance learning
capabilities. They reported more distance learning courses and labs, more strategic planning in developing distance education programs, and more partnerships with public education, business and the community. Barriers discussed in the symposium are surmountable, participants said. They noted that public higher education institutions in Texas, in partnership with others, are having success in opening access to higher education through distance education, although more can be done. List of participants is appended. (AEF)


Noting that in Canada, regulated child care and most other early childhood services are under provincial jurisdiction, this report provides statistical and other information on early childhood care and education services for each province and territory in Canada. Data were collected by means of questionnaires sent to each provincial/territorial child care office, interviews with officials, and follow-up interviews to ensure that information was accurate. Part 1 of the report discusses the federal role in early childhood care and education. Part 2, the bulk of the report, contains the following information for each province and territory: (1) relevant legislation; (2) official responsible for child care; (3) child care services available; (4) policies regarding children with special needs; (5) aboriginal child care programs; (6) demographic and family leave information; (7) statistics on child care spaces; (8) standards and regulations; (9) funding; (10) municipal role; (11) child care planning and development; (12) related services such as kindergarten and aboriginal Head Start; (13) history of child care in the province/territory and recent developments; and (14) key provincial child care organizations. This part also presents nationwide information on aboriginal early childhood care and education, discusses issues of flexibility, accessibility, and cultural integrity, and describes government programs and policies. Parts 3 and 4 contain tables detailing national and provincial/territory statistics for the most recent information and trend data. (Contains approximately 175 references.) (KB)


Focuses on the benefits Internet-based instructional software programs to schools in the United States. Accessibility of Internet-based information to anyone in a community; Obstacles in the application of instructional software to schools; Comparison between the cost of CD-ROM and Web-based software. INSET: Judi Mathis Johnson's Quick checklist for evaluating....

This study compared the effectiveness of distance education versus on-campus education, as measured by pre- and post-tests, differences in final exam scores and final course grades, age, and preferred learning styles. Learning style preferences were determined by the Canfield Learning Styles Inventory. Participants included 47 undergraduate students enrolled in a business communications course at a North Carolina university; 23 students were enrolled in the traditional on-campus class and 24 students in the distance education class. Both groups had the same instructor and studied the same course content in the same time frame; classes differed in terms of scheduling, accessibility to the instructor, and instructional media and method. The study found no significant differences between pre-test scores and final course grades. However, analysis revealed significant differences in post-test scores, final exam scores, and students' age, with distance education students (who were on average older than traditional students) having higher post-test scores and higher final exam scores. No differences were observed in final course grades. Analysis of learning style preferences found a preference for organization and detail in both groups; the least preferred style for traditional students was independent, and for distance students, the least preferred style was authority. (Contains 16 references.) (CH)


Educators have understood the potential of technology in supplementing the instructional process, including the use of technology in the area of assessment. Technology used with good testing practices offers some capabilities that add value to educational assessment. These include: accessibility; immediate feedback; ability to use new assessment theories; portfolio assessment; ability to assess higher order skills; and persons with disabilities. Despite these positive elements, there are cautions that accompany the technology tools. These cautions concern: accessibility; test security; test taker identity; privacy/confidentiality; lack of information on the quality of the instrument; test comparability; gender, racial, and ethnic fairness; reporting and interpretation; lack of human contact; and familiarity with technology. Counselors need to be aware of the various issues related to the construction, production, administration, and interpretation of tests delivered via computers or the Internet. Various standards for testing that are applicable to both paper/pencil and technology-delivered assessment are discussed. (MKA)


Discusses the retrieval of information from the Web. Accessibility of Web-published government information in the United States; Comparison between electronic and print publications; Information on the accuracy of electronic information; Need for contributions from librarians in providing
information to the public.

This Proceedings contains 51 of the 68 papers reviewed and selected by the Organizing/Reviewing Committee for presentation at the National Online Meeting, 2000. The volume begins with the introductory presentation of the Program Chairman, Martha E. Williams, "Highlights of the Online Database Industry and the Internet 2000." The balance of the papers is arranged alphabetically by the primary author's last name, and include the following topics: Web security in academic libraries; health and medical Internet resources; search engine selection for health information questions; information integration technology; issues librarians face in using search engines; digital libraries and their user communities; harnessing technology for better user services; project management approach to digital library development; sharing tools on newspaper Web sites; the information supply and demand chain; barriers and challenges to information retrieval systems; the changing landscape of business research; Web information communities, gatekeepers, "gurus," and users; journals that should still be printed; evaluating IR systems performance; multilingual search engines on the Internet; new methods for evaluating patron needs and electronic resource use in the technological library environment; evaluating the journal base of databases; working online with customers and colleagues; usage of digital libraries from the end-user point of view; users, tasks, the Web and information seeking behavior; building distributed asynchronous learning networks; a digital library resource Web site; machine learning for text categorization; factors influencing the evolution of an information system; Internet versus traditional online; trust in online systems; fluctuations in document accessibility; small business intelligence; predictive models for the effectiveness of data fusion in information retrieval; new model for publishing on the Internet; building a digital library resources unit; international indexing and classification activities of Internet portals; evolving psychology of online use; library services to distance learners across the Pacific; search success in digital libraries versus OPACs; digital rights management; ready reference on the Internet; distance education in virtual classrooms; creating dynamic Web pages using commercial off-the-shelf applications; a cognitive and linguistic science approach to searching the Internet; university Web sites in English speaking countries; ensuring quality taxonomies; environmental and chemical sources on the Internet; the Eighth Text Retrieval Conference; the DocMorph Server and its computer-assisted reading facility; effects of the "Tasini v. New York Times" court decision; international business research and the Web; database searching on the Internet; and online interface comparison. Titles of presentations at the meeting for which text does not appear in the Proceedings are listed. Includes an index. (AEF)
Comments on the Web Accessibility Initiative guidelines on Web content accessibility for the disabled produced by the World Wide Web Consortium. Themes for accessible design supported by the guidelines; list of the guidelines.

This guide offers general design proposal guidance for sports and arts spaces in England's primary schools, where these types of spaces can be used by both school and community members. The guide also presents case studies to provide examples of good practice. The primary shared space for sports and arts activities is the multipurpose main hall, and detailed specifications are covered for this space. The guide also discusses ways to deal with dual use design challenges in order to promote higher design quality and allow for innovation. Practical everyday design considerations also addressed include security, accessibility for disabled persons, health and safety, and environmental issues. There is also advice for designing dual use spaces that support and supplement the key areas and enhance the quality of experience for all users. (Contains 26 references.) (GR)

Reports that the United States General Services Administration (GSA) has emerged as a powerful agency due to the creation of accessibility standards for the Internet. Call for careful attention on how information from the Web is structured; Creation of market conditions, prices and standards by the GSA.

This teacher resource guide provides a listing of resources available in Georgia for teaching students about the environment. Resource regions are divided into North Georgia, Coastal Georgia, Middle Georgia, and the Piedmont. Each listing includes offerings, educational focus, history/comments, handicap accessibility, and directions for each site described. (CCM)

Reports the issuance of wearable computers at Celebration School in Celebration, Florida. Benefits of the wearable computers; Features of the
iButton; Installation of electronic door locks; Accessibility to Web page from any computer on the Internet with iButton.


This position paper elaborates the Academic Senate's existing positions on distance education and the effective use of technology in instruction. In particular it examines the implications of a 1998 change in the Title 5 regulations governing distance education in California community colleges, especially with regard to instructor-student contact. The paper begins with a review of good practices in technology-mediated instruction and proceeds to consider and make recommendations on effective instructor-student contact. Many of the recommendations apply equally to courses offered in any mode of instruction, but the paper specifically addresses local curriculum committees as they decide how to apply these recommendations in their review of distance education course proposals. The paper briefly mentions some unresolved issues in the area of faculty collective bargaining. Finally the paper makes recommendations for action by local academic senates to ensure that the curriculum review process for distance education courses separately documents effective instructor-student contact, technical support, accessibility, and provision of support services to students. (AUTH/JJL)


This paper by the Academic Senate provides the background and scope of enrollment management as it is defined and practiced by educational institutions. Emerging themes in higher education and enrollment trends in California are used to frame enrollment management considerations. A variety of strategies for managing over- and under-enrollment are presented. California community colleges have traditionally managed enrollment by raising or lowering admissions criteria, primarily through scheduling and course offerings. The large predicted increase in students from "Tidal Wave II" will present new challenges to the state's colleges. Faculty should play a greater role in decisions involving enrollment and in their institutions' ability to service a larger student population efficiently. This paper suggests that faculty have the obligation to voice their collective opinion when enrollment management decisions are made regarding the accessibility to college for the state's citizens. The report's sections are as follows: (1) "Introduction"; (2) "Background and Scope"; (3) "Current Regulation and Statute"; (4) "Enrollment Management and Emerging Themes in Higher Education"; (5) "Enrollment Trends in California"; (6) "Enrollment Management Considerations"; (7) "Enrollment Management Strategies"; (10) "Role of the Local Academic Senate"; (11)

Arizona Board of Regents Phoenix.[BBB20803] (1999). Report Card, 1999 [for] Arizona's [Public] Universities. Arizona: 31. This annual report on the performance of the three Arizona universities, Arizona State University, Northern Arizona University, and the University of Arizona, informs the general public, elected officials, business leaders, and consumers of higher education about the universities' progress and milestones. In preparing the report, the universities each completed a self-assessment for performance indicators in four categories: quality and effectiveness of undergraduate education, quality of instruction, demonstrating excellence and innovation, and utilization of resources; these are then graded by the Board of Regents relative to seven strategic factors established for improving the quality of Arizona higher education. The report notes that out of a total of 18 indicators used for the academic year 1999, 6 were superior, 10 were satisfactory, 2 showed a need for improvement, and none were unsatisfactory. Other sections of the report include information on the scope, size and character of the system; a review of the policy achievements of the Board of Regents in addressing issues of accessibility, community college students, service to K-12 education, private sector participation, and planning for growth; and campus highlights for each of the three universities. (RH)

Asselstine, J. (1999). Big Holes in the Net. Equinox: 18. Reports that Internet users should be prepared for some roadblocks along the way as the information superhighway continues to expand. How the
number of accessible Web pages on the Internet was determined; Effectiveness of Meta search engines in increasing coverage; How time can be a more likely to the problem of accessibility.


This book provides practical reasons for the Americans with Disabilities Act requirements for accessibility of school sites, buildings, and educational rooms as well as clear illustrations to aid in the explanation of the guidelines. It addresses practical matters such as safety and cost-effectiveness while increasing sensitivity to different levels of physical ability, locomotion, sensory awareness, and intellectual ability. Specific topics involving ADA guidelines include space allowances, reach ranges for wheelchair users, vehicle and pedestrian access, safety in outdoor play and learning environments, emergency systems, restrooms, and drinking fountains. Besides standard classrooms, room accessibility guidelines also cover art and music rooms, home economics rooms, science labs, greenhouses and gardens, assembly areas, gymnasiums, cafeterias, and libraries and media centers. (GR)


In 1995 the streamlined British national curriculum defined outdoor education as "outdoor and adventurous activities" (OAA) and placed it within the physical education (PE) curriculum. However, many PE teachers lack a knowledge of outdoor education and, when faced with limitations in time, resources, facilities, and expertise, may choose alternative options in the national curriculum. This paper shows how PE staff in secondary schools can deliver an OAA program in an urban environment. A program is outlined for a typical secondary school campus in Bedford (England). The activities described could be undertaken in the classroom, gym, "hard area," campus and playing fields, city parks and outlying commons, and the nearby river. With regard to staffing, the PE department must decide whether to use existing staff expertise, train staff to the standard required, or hire an external specialist to cover safety and organizational aspects. The great advantages of an urban-based OAA program are accessibility combined with low costs and the imaginative use of everyday settings and equipment. Constructing programs around such an environment develops lateral thinking and imagination in both students and staff. Seasonal limitations are less of a problem than in wilderness areas, thus allowing for educational progression, continuity of teaching, and cross-curricular links. (Contains 23 references.) (SV)


Focuses on a study which discussed the management of applications and
systems (MAMAS) and its implementation with a mobile agent technology. Information on the Simple Network Management Protocol for the exchange of management information; Details on the management by delegation approach to management functionality; Description of the MAMAS management environment.

ABSTRACT FROM AUTHOR

The increasing dimension and heterogeneity of global Web systems make their management with tools based on the client/server model more difficult. The mobile agent technology overcomes the limits of traditional approaches and proposes solutions that are suitable for the management of distributed and heterogeneous Internet-based systems. The paper describes the MAMAS environment and its implementation with a mobile agent technology. MAMAS has the goals of monitoring the whole system, introducing dynamic corrective actions and modifying system policies at run-time. MAMAS achieves these objectives by answering the guidelines of both security and compliance to standards. The choice of Java as the implementation language has made it possible to achieve portability, to exploit the language security features, and to provide Web accessibility. The MAMAS compliance with CORBA ensures interoperability with legacy management platforms.

ABSTRACT FROM AUTHOR


The National Science Teachers Association, in response to the emergence of new science curricula and the need for updated science facilities in the nation's public schools, convened a task force to develop guidelines for K-12 science facility design and use. This guide, a result of NSTA Task Force on Science Facilities and Equipment, includes information about planning facilities design; budget priorities; space considerations; general room and laboratory design; and furnishings for the laboratory/classroom specifically targeting K-5, middle, and high schools. It is designed to familiarize educators, administrators, and citizens with the stages of the planning process for new and renovated science facilities and provides specific, detailed information on many aspects of the planning and design phases. Additionally, chapters address current trends and future directions in science education and safety, accessibility, and legal guidelines. Appendices include discussions on solar energy for school facilities, equipment needs planning, checklists, a glossary of construction terms, and classroom dimensional considerations.


This study investigated the attitudes and opinions of three students with and three students without learning disabilities regarding the use of computers for school-related work. The students (in grades 5 through 12) were selected from three school sites and interviewed in-depth. Analysis
of interviews with open-coding procedures identified five general themes: applications of computers, instructional uses of computers, attitudes about computers, personal experience with computers, and resource needs. Comparison of students with and without learning disabilities showed that although most students were generally positive about computers, students with learning disabilities had qualitatively different experiences with computers and less positive attitudes about computers than those without learning disabilities. These students also expressed greater frustration about learning to use a computer and were more equivocal about the role of computers in educational programs. The most salient finding was the connection between participant attitudes and prior computer-related experiences. Results suggest the need to integrate instruction about technology into early intervention programs for students with learning disabilities. (Contains 35 references.) (DB)


This report responds to a California Senate directive to the state's postsecondary education commission to examine the extent to which health care is accessible and equitably distributed throughout the state. The Commission, in conjunction with several state agencies and the University of California, conducted an analysis and offered 11 recommendations to achieve the policy goal of access to medical care for all California residents and communities. Recommendations emphasize the link between educational experiences and the supply and choice of physicians. Introductory material describes the collaborative process of the study and the context for the Commission's recommendations and is based on equity as the fundamental Commission principle. The recommendations on expanding accessibility of health care are grouped into six categories: (1) precollege strategies; (2) undergraduate education; (3) admission to medical school; (4) medical school; (5) transition to practice; and (6) evidence of effectiveness. Appended are the text of the Senate resolution authorizing the investigation and an executive summary which groups recommendations into those for the short-term, mid-term, and long-term. (DB)


The report evaluates a proposed San Ramon Valley Center community college and responds to California legislative requirements that the California Postsecondary Education Commission (CPEC) advise the legislature and governor regarding new institutions and campuses of public higher education. The report concludes that the San Ramon Valley
Center should be approved as a permanent educational center, and that it should become eligible to compete for capital outlay funding beginning with the 1999-2000 fiscal year. Issues addressed include enrollment projections (6,000 students when completed); consideration of alternatives (such as expansion or increased utilization of existing institutions); the proposed institution's ability to serve disadvantaged students; academic planning; geographic and physical accessibility; effects on other institutions; environmental impact; and economic efficiency. Individual sections discuss the Commission's role in the review of new campuses and centers; improving the efficiency of CPEC reviews; history of the proposal; a review of the Commission's criteria; and conclusions and recommendations. (DB)


This report evaluates the Early Alert program at Cuesta College (California). The report is divided into four main sections: services accessed, accessibility, actions taken as a result of receiving an Early Alert letter, and timing and utility of the Early Alert program. These are followed by the demography of the respondents, a brief background describing the Early Alert process, and the survey instrument employed. The Early Alert Program was designed to notify Cuesta College students of potential academic problems early in the semester. Whereas in 1999 a larger proportion of respondents indicated having met with their instructors than in 1998, smaller proportions of respondents in 1999 indicated having used the various tutorial services and labs available than did respondents in 1998. The percentage of respondents in 1999 who indicated that, as a result of receiving an Early Alert letter, they had withdrawn from the course for which the Early Alert was received rose 14.6 percentage points from 1998 to 1999. Similarly, as a result of receiving an Early Alert letter, a larger percentage of respondents "studied more" in 1999 than in 1998. However, in 1999 very few additional actions, such as seeking tutoring or joining study groups, were taken compared with 1998. Finally, respondents indicated significantly higher levels of satisfaction with both the timing of the receipt of the Early Alert letter and the overall utility of the program. (VWC)


Discusses the need for libraries in the United States to provide not only equal access for patrons to physical collections and equipment but to electronic resources in compliance with the Americans with Disabilities Act. Web Accessibility Initiative; Development of guidelines for building Web sites that are accessible to people with disabilities; Accessibility of a Web site.
A 6-minute videotape shows ways that one newly-built high school (Century High School, Rochester, MN) accommodates the needs of people with disabilities. Various building and room designs are detailed showing both poor and good design provisions. The accessibility and usefulness of the auditorium control room, emergency exits, elevators, science labs, and toilets are addressed. The videotape, a student production, may serve as a starting place for discussions about how to design buildings that better meet the local needs of people with disabilities. (GR)

A study examined personal and professional development experienced by women youth workers participating in five 5-day, residential, single-sex, outdoor education courses in England. Analysis of diaries and poetry at the end of the courses and questionnaires completed 1 year later by participants and their managers yielded findings in the areas of constraints on the participation of women in outdoor activities, individual learning from the outdoor experience, and benefits to the women's work in the youth service. Constraints on women's participation in outdoor activities included the need to service the maintenance and leisure needs of others, blind prejudice, dominant attitudes about respectability, financial considerations, fear of the unknown, concerns about their physical fitness, and for some, the all-women environment. Positive outcomes in the area of individual learning included the opportunity to step down from the role of mother and be oneself, the development of confidence in physical skills, the development of new strengths, and the opportunity to reassess life paths. Benefits to the women's work in the youth service included increased knowledge about group processes, role changing, and leadership roles, and an increase in confidence, motivation, and environmental awareness. It was important to value the knowledge, skills, and experience that the women brought to the group. A more flexible approach to the processes of outdoor education courses might increase their accessibility to women. (TD)

With the passage of the Carl D. Perkins Vocational and Technical Education Act of 1998, career and technical education in Colorado entered a new era. This monograph presents the five-year plan for the use of federal vocational funds during fiscal years 2000-2005. As one of a series of plans that interrelate and establish a vision for the Colorado
Community College and Occupational Education System (CCCOES), this plan is driven by the Board's Cornerstones. To ensure effectiveness, this plan and those eligible recipients receiving resources under this plan must adhere to the Cornerstones which mark the CCCOES: Accessibility, Learning and Learning-Centered, Community Connectedness, and Market Alignment. This report contains the following sections: Introduction to the Plan, which includes an overview and a discussion of the system cornerstones, regional work teams, and research; Planning, Coordination, and Collaboration, which includes information on public hearings and consultation and activities to allow participation in the state planning process; Program Administration, which looks at activities designed to meet or exceed state adjusted levels of performance and how students' academic and technical skills will be improved; Accountability and Evaluation; Special Populations and Other Groups; Tech Prep; and Financial Requirements, which discusses such items as assurances, compliance, and fund allocation. (Contains 12 appendices.) (VWC)

Envisions the teaching of social studies in the United States in the second millennium. Prevalence of distance education; Change of role of social studies teachers from information providers to mentors and facilitators; Enhancement of communication between teachers and students and their parents through Web pages; Accessibility of limitless resources.

This annual report details the activities of the Foundation for Child Development (FCD) for 1998-99. Beginning the report is a discussion of the history and mission of the foundation, its funding priorities, and application procedures. The report lists the members of the Council, Board of Directors, Officers, and staff. The joint statement of the chair, Barbara Paul Robinson, and the president, Ruby Takanishi, highlights the historic background of the 100 year old foundation and its evolution from a direct-service agency to a strategic philanthropy. The statement also discusses future plans to support efforts to reframe a social covenant regarding the care and responsibility of children and to continue attention to children of working poor families, accessibility to quality health care and early education/care programs, and joint efforts with other sectors of society, including labor unions, the business community, and parents themselves to place children and family issues higher on the public agenda. The remainder of the annual report delineates the research, policy, service/program development, discretionary, and Anne K. Belding Memorial Fund grants awarded in 1998-99. Foundation-sponsored publications are listed. The independent auditor's report detailing the financial position of the foundation and the schedule of investments
This document outlines the administrative rules of the Illinois Community College Board (ICCB), delineating: (1) ICCB Administration, including definitions, regulations of advisory groups and opinions, manuals, the role of the executive director, appearance at ICCB meetings, appeal procedure, administration of detachments and subsequent annexations, and recognition; (2) Local District Administration, describing reporting requirements, certification of organization, responsibilities, and maintenance of documents or information; (3) Programs, detailing definitions; units of instruction, research, and public service; program and reporting requirements; statewide and regional planning; college, branch, campus, and extension centers; cooperative agreements and contracts; and course classification and applicability; (4) Students, discussing definition of terms, admissions, student services, academic records, student evaluation, and reporting requirements; (5) Finance, reviewing definitions, financial planning, audits, budgets, nonresident student tuition calculations, published financial statements, grants, reporting requirements, chart of accounts, and uncollectible debts; (6) Capital Projects, relating definition of terms, approval and funding of capital projects, project changes, approval and completion of projects, and demolition of facilities; (7) State Community Colleges, setting forth definitions, applicability, recognition, programs, finance, personnel, and facilities; and (8) Personnel, recounting definitions and sabbatical leaves. Appended are: (1) public access to information, including information requests and minutes of closed sessions; and (2) American with Disabilities Act grievance procedures, describing purpose, definitions, procedure, designated coordinator level, final level, accessibility, and case-by-case resolution.


This publication presents the results of a survey of 70 service providers and 349 students that examined the level and types of services, the types of accommodations, and policy with respect to postsecondary students with disabilities across Canada. Service providers indicated that the model of service delivery at their institution was highly centralized or partially centralized, with very few indicating a decentralized model of delivery. Students are required to provide documentation in some cases in order to receive services at almost all the institutions represented. Respondents also indicated their institutions were planning modifications to physical accessibility more frequently than modification to programs or policies.
Only 58.6 percent of institutions provided written materials to students with disabilities concerning services available to them. Student respondents indicated that most had a learning disability (36.1 percent), two-thirds required extended test time, and a little more than half required academic accommodations. Areas in which respondents frequently identified successful programs were: academic accommodations, adaptive technology, and academic support services. Students reported that the lack of an office that focused on disability service issues was one of the least successful features of access at their particular institutions. Appendices include assessment instruments. (Contains 25 references.)

Kishwaukee Coll. Malta IL.[BBB11253] (1999). Kishwaukee College North Central Accreditation Institutional Self-Study Report. Illinois: 261. This report results from a self-study performed by Kishwaukee College in Illinois to prepare for a site visit from the North Central Association for accreditation. It details operations and goal outcomes of the college, and divides these data into eight sections: (1) an introduction, which contains an institutional profile, accreditation history, environmental assessment, and a description of the self-study process; (2) mission and purposes, which discusses the college's mission statements and provides a summary of how its programs and resources help accomplish these missions; (3) human, physical, and financial resources, which describes employment practices and procedures, educational facilities, revenues and expenditures, and student services; (4) accomplishment of purposes, focusing on curriculum and instruction, assessment, and public services; (5) continuing effectiveness; (6) integrity, which discusses student accessibility, fiscal responsibility, and internal policies; (7) conclusion and request for continued accreditation, summarizing the college's overall strengths, challenges and recommendations; and (8) appendices, which include the North Central Questionnaire, the self-study time line, faculty and staff salaries, and various charts and statistics regarding the college's programs and services. (EMH)

Lanceley, D. (1999). Canadian Policy--First Nation Involvement in the Funding and the Politics of Post-Secondary Education: How Much Is Enough? Canada Saskatchewan: 26. For Canada Natives, the unresolved issue of postsecondary education as a treaty right is at the center of discord in relation to budget constraints. The government's fiduciary responsibilities have devolved to First Nations administration, which allows for greater tribal control over the economics of individual First Nations and jurisdiction for the protection of treaty rights. However, devolution has not benefitted most First Nations in terms of the amount of funding available for delivery of postsecondary programs and services, including adult literacy, upgrading, trades, and technical training. National budget allocations determine funding for programs and services
under First Nations administration. The off-loading of postsecondary education has resulted in decreases in staffing and administration dollars and increases in student waiting lists. These funding constraints come at a time when First Nations require an educated labor force to deliver programs and services to a growing population. The political climate makes it difficult for First Nations to assert education as a treaty right. Full accessibility to university education is questionable as First Nations struggle to honor the perceived right to education while being forced to create a policy that limits the number of students who may enter universities. It is a situation where First Nations administrators have become keepers of the peoples' destiny. (TD)


So that New York City could build on the experiences of other large cities as it implemented Performance Driven Budgeting (PDB) in the schools, a study was conducted of the school based budgeting training in Los Angeles, Chicago, and Denver. These districts have from 6 to 10 years experience in site-based budgeting. The study is based on interviews with reform office staff and budget office directors, as well as principals, teachers, leadership team parents and staff members, district budget trainers, and external training program directors and trainers. Training materials and training evaluations were also examined. Descriptions of the programs in the three cities resulted in the identification of five key practices for model training: (1) institutional support for site-based decision making; (2) comprehensive training and information programs; (3) accessibility of training; (4) understandable training and materials; and (5) external training and technical assistance. The lesson that can be drawn from New York City is that the task is large and requires good decision making and substantial amounts of time. Training for all parent and community members is critical, and trainers need to help school leadership teams review all their schools' resources. (SLD)


This paper evaluates the online services provided by the ERIC Clearinghouse for Community Colleges, from the perspective of a psychology professor at Blue Ridge Community College in North Carolina. The author praises the ERIC site for its helpful links and virtual library, and also discusses ERIC's potential for a variety of users. He focuses on one of ERIC's primary strengths: its search engine/database. ERIC's search engine offers information on community college curriculum, institutional research, and policy research. In an evaluation of the ERIC system, the author finds its strengths to be: (1) immense size; (2) speed; (3) broad scope; (4) search results ordered by relevance; (5) clarity of search
criteria; and (6) common-sense database search functions. Suggested modifications to the ERIC web site include: (1) eliminating the search confirmation screen; (2) modifying the structure of the search engine with increased user choice; (3) providing a way to filter items based on publication date; (4) improving currency; (5) providing for electronic submissions; (6) availability of full-text online retrieval; (7) developing a link to find articles similar to one's topic; (8) adding logical searching across fields; and (9) adding capacity to view multiple records at a time. ERIC is compared favorably with other search sites regarding content and accessibility, despite the fact that it does not yet offer online full-text retrieval. (AS)
This paper describes and examines an experimental and innovative program at the Center for the Teaching of Foreign Languages at the National Autonomous University of Mexico to provide teacher education courses by means of distance learning. This program was undertaken in response to a scarcity of qualified language teachers. It is aimed at teachers who have at least a bachelor's degree in applied linguistics or a related field and have a reading knowledge of English. Six courses are planned: Learning applied linguistics at a distance; linguistic aspects for communicative approaches; reading comprehension; language testing; introduction to applied linguistics; and writing for English teachers. All courses except for the introductory course are four months long. Distance education plays an important role in educational institutions because of its flexibility and accessibility to populations who might not otherwise be able to complete a degree or take continuing education courses. It is not quick, easy, or cheap as is widely believed. The same course taught in a classroom cannot simply be delivered via distance education; significant adjustments must be made. Teachers at both ends of the process must be involved in course planning and the learning process. The teacher/planner begins to realize the importance of learning theories in the context where the student is physically absent and where the planner must make the learning process accessible, valuable, and motivating. Four appendices, including graphics, data, and references are included. (KFT)

This handbook is designed to help Maine's citizens and business persons understand why work force development is important in Maine and how Maine's new work force development system will be organized to enable the state to implement the Workforce Investment Act. The following are among the topics discussed throughout the handbook: (1) the importance of the Workforce Investment Act; (2) benefits of work and the adverse impacts that disruptions in work have on individuals and the economy as a whole; (3) changes in Maine's economy over the past 100 years and the changing role of manufacturing in the state; (4) the evolution of government involvement in the workplace and employment services; (5) characteristics of Maine's envisioned work force system (accessibility, simplicity, affordability, comprehensiveness, and business-friendliness); (6) the history and objectives of Maine's CareerCenters initiative and services offered by career centers; (7) ways that the self-directed activities, workshops, and one-on-one services provided by Maine's one-stop career centers help job seekers and employers; (8) ways that work affects communities and work force development approaches for communities to try; and (9) names of parties involved in work force development partnerships in Maine. Section 11 presents a map showing
the locations of Maine's 23 career centers. (MN)


Presents information on the benefit of style sheet standards to Web sites. Discussion on the concept of web accessibility; Information on the Cascading Style Sheets for HTML and the Extensible Style Language for XML.


This paper presents perspectives on the use of data analysis software in the process of qualitative research. These perspectives were gained in the conduct of three qualitative research studies that differed in theoretical frames, areas of interests, and scope. Their common use of a particular data analysis software package allows the exploration of issues related to use of the software, QSR NUDIST (NUDIST). NUDIST combines the accessibility to text of a word processing program with the data handling capacity of a database program, and some reporting features of a spreadsheet. The first study examined the beliefs of nine teacher education students. The second study examined the effects on middle school students (n=14) of Internet use when the technology was provided in the home. The third study explored how 16 first-year undergraduates describe and think about their multiple social identities. The software influenced both the methodologies and analysis schemes used by the researchers. In these studies, the ability to give a concrete structure to large data sets, code at multiple levels, and pursue iterative analysis methods had many repercussions for the research effort. Appendixes contain the coding structure for two of the studies. (Contains 1 table, 14 figures, and 16 references.) (SLD)


Reports on the collaborative efforts to intensify the need of the Liberal Arts curriculum for students in Michigan State University in East Lansing, Michigan. Accessibility of resources from academic service departments and archives; Expansion of the Web site of the company; Proposal to work collaboratively with instructors to use archival resources.


James Cook University, Queensland, Australia (JCU) and Malaspina University College, British Columbia (MUC) have developed a partnership model for the delivery of JCU's Masters degree in education in rural studies. The course was delivered via distance education from MUC.
Program evaluation was conducted via questionnaires returned by 25 students from the first 2 cohorts and interviews with JCU and MUC staff. Findings indicate that the program has generally been successful for both students and staff. Students reported that they enjoyed the program and would recommend it to others. Two thirds of the students reported that it had already changed their work practices and, despite a number of criticisms concerning the delivery of the program, the majority found information and resource accessibility adequate. Staff at both MUC and JCU unanimously supported the program, finding it professionally rewarding and academically stimulating. The program has been financially successful, providing a steadily growing surplus. Problems identified include: a perceived lack of information from JCU regarding enrollment and subject offerings; problems in enrolling students; problems in advising students of subject results; lack of support in understanding and using technology; delays in return of assignments; inaccessibility of JCU staff; and a lack of communication between MUC thesis supervisors and students, and JCU thesis supervisors. Expansion of the course to include rural law enforcement and rural development is being considered. (TD)


This book provides a review of (primarily Australian) research on competency-based training (CBT). It includes information on the industrial and economic contexts that formed the backdrop for training reform in Australia. Information is presented to show how implementation of CBT has affected teaching, learning, and administration in vocational education and training (VET). Evidence about the effectiveness of CBT is taken from empirical studies conducted in Australia and overseas and theoretical debates on the relative merits of CBT. Studies are included that have examined the implementation of CBT from the perspective of VET teachers, administrators, and students. Findings are mixed. They show the positive and negative effects of CBT reforms on the work of teachers and administrators and the learning of students. Positive effects are an increased focus on delivering training that is responsive to the needs of the workplace, increased accessibility and flexibility of training for clients, and training based on national industry or enterprise-specific standards. The negative effects are related to the inadequate resourcing and preparation of VET teachers and trainers for the implementation of the reforms, increased administrative obligations, and dissatisfaction with outcomes of the learning approach that is promoted under a modularized curriculum. The review concludes with implications for further research, including comparisons of outcomes obtained by students prior to and after CBT implementation. (Contains 60 references.) (YLB)

Because most college students enroll in college immediately after completing high school, the percentage of high school completers enrolled in college the October after finishing high school is an indicator of the total proportion of that year's high school completers who will ever enroll in college. The percentage enrolling not only reflects the accessibility of higher education to high school completers but also shows the value completers place on attending college as compared to working, entering the military, starting families, or pursuing other interests. Statistics are presented in data and graphs for 1972-1996, and show the percentage of high school completers ages 16-24 who were enrolled in college the October after completing high school, by type of institution, family income, and race or ethnicity. (EMK)


This document presents requirements related to staff and facilities providing early childhood special education services in North Dakota. Teacher qualifications are stated and staffing patterns involving teachers, related services personnel, paraeducators, and volunteers are described. The section on qualifications summarizes teacher qualifications (credential requirements and alternatives), facilities, required instructional times in programs to be eligible for funds, and equipment and materials. The section on staffing patterns lists roles and responsibilities of early childhood special education teachers, related service personnel, aides (paraeducators), and volunteers. A section on administrative considerations provides additional standards and guidelines for classroom facilities (especially accessibility options), safety standards, playground facilities, emergency precautions, interagency collaboration, transportation, funding, evaluation, and technology-based options. (DB)


This brochure describes the activities of the Office for Civil Rights (OCR) in the U.S. Department of Education. The OCR is a law-enforcement agency charged with upholding the federal civil-rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance. The pamphlet describes how civil-rights laws apply to most educational institutions in the nation, including almost 15,000 school districts and more than 3,600 colleges and universities, as well as students and employees. The OCR receives discrimination complaints directly from the public, as many as 5,000 each year, featuring such
issues as ability grouping, school desegregation, racial harassment, sexual harassment, treatment of students who are pregnant, accessibility of school facilities and programs, appropriate special-education services, and auxiliary aids for students with impaired sensory, manual, or speaking skills. Also described are the ways that OCR resolves complaints and how the agency carries out compliance reviews. The OCR also offers technical assistance for people and institutions to help them comply with federal law. A brief description of the impact of the civil-rights laws, as well as an overview of the future challenges of the OCR, are provided. (RJM)

This digest discusses the Individuals with Disabilities Education Act requirements which state that all students, regardless of their abilities, be given the opportunity to become involved with and progress in the general education curriculum. It describes how educators can use a curriculum that has been universally designed to ensure accessibility. Essential features of universal design for learning are discussed, including: (1) the curriculum provides multiple means of representation, allowing subject matter to be presented in alternative modes for students who learn best from visual or auditory information, or for those who need differing levels of complexity; (2) the curriculum provides multiple means of expression to allow students to respond with their preferred means of control; and (3) the curriculum provides multiple means of engagement that allow students' interests in learning to be matched with the mode of presentation and their preferred means of expression. The digest warns against "dumbing down" the curriculum, and urges teachers to maintain the curriculum at a sufficient level of difficulty to allow student progress. Support for a universal design curriculum is discussed, and groups who are working on universal design issues are identified. (CR)

Focuses on the Web Content Accessibility Guidelines released in March 1999 by the World Wide Web Consortium. The overriding principle of these guidelines; Priority checkpoints that have been established for Web content developers to meet; The Web Accessibility Initiative Interest Group.

This report discusses the needs of postsecondary education students who are deaf or hard of hearing and presents strategies for ensuring educational accessibility to campus services and programs. Part 1
considers general issues which characterize the process of student development in postsecondary education. It closes with a brief discussion of strategies for fostering student development. Part 2 focuses on the full access and engagement of students who are deaf and hard of hearing in campus life, with general recommendations for communication and language access, barrier-free facilities, and programmatic initiatives. These are applied to eight common campus life programs and services: college union facilities, housing, health services, recreational sports, judicial and campus safety programs, programs for students from diverse ethnic and racial backgrounds and international students, programs for commuter students, and accessing off-campus community resources. Recommendations include: (1) providing appropriate interpreting support and/or assistive listening systems; (2) installing appropriate visual alert fire alarms in all facilities that house student activities; (3) offering a special interest deaf and hard of hearing residence floor; (4) using universally agreed upon and stated visual signals in all competitive play; and (5) providing direct TTY access for on-campus emergency phone numbers. (Contains 20 references.) (CR)


This paper describes novel approaches for adapting an introductory computing course for online distance learning, including discussions of the underlying pedagogy and objectives as well as the implementation and results of the online course. The first section describes the original course which was adapted to Internet delivery. The next section focuses on the major objectives and approaches to the online course design. Three major instructional strategies that would be unique to the online version of the course are described, i.e., class cybersociety, online student portfolios, and self-guided online labs. Hardware and software resources are also addressed in this section. The third section describes the course implementation and how well the implementation met the design objectives in terms of student demographics, instructional strategies, and resources. The ultimate goal was to provide an enriched educational experience, subject to economic and related technological limitations. It is concluded that, while the accessibility of the course was successfully maintained, several of the teaching methods meant to enrich the experience were hampered by the shortened time frame in which the course was offered. The course materials are currently in revision for a future offering during a regular 15-week semester. (Contains 13 references.) (AEF)


Details the process of how the Herrick Library at Alfred University in Alfred, New York developed a database to track availability of serial
holdings. Confusion adding to which journal titles could be accessed either in print or online services; Hardware and software used; Formatting; The use of a union query; Web accessibility; Other considerations; Conclusions.


To prepare for dissemination of data from the next administration of the Schools and Staffing Survey (SASS), scheduled to occur in school year 1999-2000, the National Center for Education Statistics (NCES) sponsored a review and survey of the appropriateness, usability, and accessibility of SASS publications for key customers. The first phase of the study profiled different types of publications prepared by the SASS program. The second project phase explored key customer perceptions about the usefulness and accessibility of SASS publications, and the third phase built on information from the first two phases to develop an understanding of how customers use two primary SASS publications, "Schools and Staffing in the United States: A Statistical Profile 1993-94" and "SASS by State 1993-94." Since 1994, the NCES has produced 133 documents related to the SASS. Responses were collected from 30 representatives of state education agencies and 19 individuals associated with education associations, universities, and educational research organizations. Respondents' comments indicated that the content of SASS publications is generally appropriate to their needs. They did make some suggestions for improving the usefulness of the publications. Concerns were expressed about the timeliness and periodicity of SASS data publications. An appendix contains printing and distribution information about 20 recent SASS publications. (SLD)


Many states have initiated prekindergarten programs to better prepare young children to enter school. A "blueprint for quality" was used as the basis for evaluating state prekindergarten initiatives; the blueprint focused on four components: (1) ensuring the availability of prekindergarten; (2) ensuring high quality prekindergarten; (3) ensuring accessibility of prekindergarten programs; and (4) integrating prekindergarten initiatives with other early childhood programs. The findings indicated that although 42 states now invest in state prekindergarten initiatives, funding in most states is not adequate to meet the need for high quality programs. The majority of states allow participation by a broad range of providers. However, eight states restrict programs to public schools. Most states limit eligibility to children who are low-income or to four year olds. Most states have adopted quality standards addressing some essential quality components. Nevertheless, many state standards do not address the full range of childhood and family needs. States also vary in the degree to
which they promote quality through various means. State prekindergarten initiatives are generally structured to provide part-day/part-year programs. A few states either fund and require full-day/full-year services for some families or coordinate resources to provide such programs. Additional barriers remain in a number of states, including transportation and language barriers. In many states, collaborative efforts enable state initiatives to be coordinated with the federal Head Start and child care programs and others. Based on the findings, it was concluded that although states have made significant progress toward the goal of enabling all children to enter school ready to learn, there is still much work to be done. (Evaluation findings and individual state summary pages are appended. Contains 104 references.) (KB)


Subjects addressed by the 65 papers in this proceedings include: challenges for emerging instructional designers; instructional technology clinical experience; color coding and field dependence; effects of visualization on cognitive development; effects of learning structure and summarization during computer-based instruction; individually-guided education and problem-based learning; World Wide Web-based menus; computer-based training design; instructional principles for self regulation; a systems approach new technology adoption; navigational structure on the Web; impact of navigational models on task completion in Web-based information; multidimensional knowledge structures; relationships between navigational patterns and informational processing styles of hypermedia users; integrating science/mathematics curricula using computer-mediated communications; dual-structure instructional systems approach; effects of metacognitive training; evaluating narrative simulation for potential to impact bias; evaluation theory in problem-based learning; equivalency theory and distance education; instructional design for distance education; using multimedia to counter stereotypes; accessibility of Web-based instruction for students with disabilities; audio in computer-based instruction; distributed cognition, activity theory, and cognitive tools; learner-teacher interaction and time spent by teaching faculty on distance education; effects of faculty motivation in distributive higher education; impact of instructional grouping on navigation and student learning in a Web-based environment; CD tutorials and microworlds; designing instruction for the technology-supported K-12 classroom; instructionist versus constructionist Web-based collaborative learning environments; models for Web-based instruction; multiple instructional design models; strategies for learner involvement; comparison of generative learning strategies; a decision model for problem selection in problem-based learning; relationship between teachers and instructional designers; goals,
agency beliefs, and emotions in Web-assisted learning; historical analysis of problem-based learning; secondary teachers' professional uses of computers; technology courses at colleges of education; improving motivation in distance education; designing instruction for critical thinking dispositions; screen miniatures in content-based software; psychological factors influencing Web navigation; effects of goal intentions on problem solving and reading comprehension in generative hypertext processing; project-based learning with the Web; maximizing bandwidth; interactive strategy for mental models learning; using scenarios in instructional design; educational technology doctoral dissertation research, 1977-98; using groupware to support collaborative activities in distance learning; influence of designer/contextual variables on incorporation of motivational components; the ARCS (Attention, Relevance, Confidence, Satisfaction) model; technology, teaching, and learning in Iowa high schools; discourse analysis as a tool for understanding user navigation models; person-environment interaction in the virtual classroom; asynchronous/synchronous performance solutions; and designing online instruction using multidisciplinary approaches. An author and keyword index is included. (MES)

The report presents Truckee Meadows Community College's (Colorado) model for assessing institutional effectiveness and validating the College's mission and vision, and the strategic plan for carrying out the institutional effectiveness model. It also outlines strategic goals for the years 1999-2001. From the system-wide directive that education and training are the chief means of developing human capital for investment in the economic health of the state of Nevada, the College has developed its own mission statement: "To develop our communities' diverse human potential."
Truckee Meadows vision is to become the nexus for life-long learning for all members of the community. With the development and accessibility to information systems and networks (interactive learning), the College will provide customized quality learning at any location, at any time, for any level of readiness, and in flexible learning environments. Some of the key strategic goals include: (1) keeping pace with changing technologies to ensure student success; (2) functioning as a catalyst for strategic alliances with business and industry; (3) enhancing the college's outreach efforts; (4) delivering high quality education and services to upgrade skills; (5) expanding environmental scanning, forecasting, and research activities; and (6) assessing instructional effectiveness and student satisfaction. (JA)

The World Wide Web has a wealth of information on career planning, individual jobs, and job search methods that counselors and teachers can
use. Search engines such as Yahoo! and Magellan, organized like library tools, and engines such as AltaVista and HotBot search words or phrases. Web indexes offer a variety of features. The criteria for evaluating Web sites are similar to those for evaluating any instructional resource: authority; layout, design, and accessibility; links; content; and information structure and design. Web sites that relate to career education and job search include America's Job Bank, CareerMosaic, CareerPath, E-Span's Job Options, and The Monster Board. Ways to use the Internet in career education include the following: access to information; direct access to computer-assisted guidance; distance counseling; group work; access and outreach; and recruitment, placement, and the job search. Learning job search strategies ranks high with students, so it is important that they keep up to date with the latest in job search technology. Many academic and professional services have developed websites that address the needs of students who are just beginning their career development process. (Contains 10 references.) (KC)

If Britain is to deliver a genuine framework for lifelong learning in the 21st century, a qualifications system must be developed to support this framework. The National Qualifications Framework may not be fit for the purpose of supporting lifelong learning. A policy on lifelong learning must explicitly connect with qualifications reform to have an impact on the structure of provision, accessibility to many learners, and long-term ability of the education and training system to combat social exclusion and support the modernization of the economy. To design a framework for lifelong qualifications, Britain must ensure it can accommodate new achievement sets and combinations of these sets without disturbing the basic design features of the framework. An alternative concept of "national standards" must be established that is linked more closely to the idea of lifelong learning to create the necessary basis for changes needed to create a qualifications system for the next millennium. Qualifications for lifelong learning must draw upon leading-edge industrial and commercial models if they are to become "future proof." A connection exists between the concepts of standardization and customization and the different phases of lifelong learning. Four suggested protocols for a framework of credit-based qualifications to support lifelong learning are unit, network, credit, and qualification. (Contains 60 references.) (YLB)

England's Department for Education and Employment provides construction standards with regard to access to school buildings for people with disabilities. This bulletin gives supplementary nonstatutory guidance for school governors and commissioning bodies, seeking to
promote a general understanding of the issues and providing guidelines for the briefing process, and providing technical advice for building designers to augment the provisions of the Building Regulations for English schools. It summarizes the provisions within the Disability Discrimination Act 1995, addresses the process of the audit and the purpose and structure of the report created from it, explores meeting Construction Standards criteria and the building management issues involved, and considers issues surrounding the interaction of requirements for safety, security, and accessibility. Appendices illustrate the Accessibility Audit checklist for carrying out an audit survey, cross referenced to design guidance, and references and sources of information. (Contains 25 references.) (GR)

(1998). Accessibility for all. PC Week, ZDNet. 15: 80. Discusses the importance of creating Web sites which are accessible by users with physical or cognitive disabilities. Why information technology managers and Web-design teams need to understand the need to maximize access; The Web Accessibility Initiative Group from the World Wide Web Consortium; Cross-over benefits of access technologies.

(1998). Cast your net ever wider. Times Educational Supplement, Times Supplements Ltd.: 23. Opinion. Presents information pertaining to education in Great Britain, with emphasis on the British Government move to implement the National Grid for Learning, an on-line information service, which will link schools to the Internet. Accessibility of the Web site; Features of the site; Indication that students can link up with schools in foreign countries; Importance of the Internet; Additional related information.

(1998). Free E-mail for students, teachers and parents. School Planning & Management. 37: 18. Focuses on the free electronic mail service, N2Mail accounts, a vehicle for instant communication designed by the American School Directory and WhoWhere? Incorporated, for students, parents or teachers in the United States, with accessibility to the Internet. Web site where persons can register; Features of the service; Objective of the program; How the program works.

(1998). Online service to deliver training around the globe. T H E Journal, T.H.E. Journal. 25: 18. Looks into the collaboration of Durand Communications and the Electronic University Network (EUN) to create and market the World Knowledge Network (WKN), an online service that is devoted to online education and training. Accessibility of WKN to a global audience on the World Wide Web; EUN's focus on distance learning solutions for universities, public schools and corporate training centers.

Reports that the World Wide Web Consortium has issued the first public working draft of a document to guide page builders in construction Web sites accessible to disabled persons. Development of guidelines as part of the Web Accessibility Initiative; Key points in the draft document.


This report details the action plan of Alberta, Canada to build on recent progress in restructuring and refocusing the province’s educational system. The report describes the most common concerns of Albertans regarding the school system, especially related to keeping students in school, meeting special needs of students, and developing a highly skilled workforce. The report outlines the actions to be taken and the results expected in 12 key educational areas: (1) every child can read well; (2) improved support in the classroom; (3) special needs children are supported; (4) learning our language; (5) setting the pace...high standards and positive results; (6) putting programs together for our children, focusing on increasing accessibility; (7) technology provides tools for learning; (8) we work together for success; (9) getting our children to school; (10) a growing Alberta means more children in school; (11) provide solid financial support for the classroom; and (12) improving schools and classrooms. The report concludes with budgetary information. (KB)


This paper examines the trend toward demanding increased accountability and efficiency by institutions of higher education in the United States and Europe and its implications for the relationship between government and the college or university. It notes that such factors as limited state resources, rising educational costs, and the growing demand for accessibility and equity have generated external pressures on higher education to become more accountable to its funding sources. Examples of specific reforms in the United States are mentioned, including performance-based funding, adjustments in faculty workload policies, and development of policies related to time-to-degree and faculty-per-degree ratios. Examples of reforms in Great Britain focus on the British Education Reform Act of 1988, which began the transition of power from local education authorities to the national government. Examples of the accountability trend from continental Europe are also provided. Discussion of societal demands and the accountability movement examines the effects on higher education of massification and limits on public expenditures. The paper concludes that higher education has evolved into
a foundational component of national economic growth and reflects utilitarian views of higher education in which economic values are supreme and the quantification of fiscal resources are the true measure of value. (Contains 33 references.) (DB)


The Access Board of the Architectural and Transportation Barriers Compliance Board has issued this guide to assist in the use of its American with Disabilities Act Accessibility Guidelines (ADAAG) for buildings and facilities. It explains some of the basic considerations for accessible design and clarifies specific ADAAG provisions. Advisory information is provided in the form of recommendations that are optional and go beyond the minimum required by ADAAG. Information is categorized under the main areas of scoping and technical requirements for specific building areas such as toilet facilities, curb ramps, entrances, and elevators; and special occupancies covering dining facilities, medical facilities, libraries, and accessible transient lodging. Diagrams, layouts, and other illustrations are contained throughout the guide. (GR)


This document consists of the first two volumes of the 1997 annual report on Australia's vocational education and training (VET) system. Examined in volume 1 are the following topics: strategic directions for 1997; overview of the VET system's operation and the Australian National Training Authority (ANTA) agreement; key initiatives in 1997 (the National Training Framework, New Apprenticeships, User Choice, industry advice, improved efficiency and accountability); greater responsiveness (allocation of resources through competitive processes, flexible delivery, the frontline management initiative, professional development, demand for VET, small business, training culture); enhanced quality (best practice and quality assurance, the National Training Framework, and national VET research); improved accessibility (New Apprenticeships, group training, equity and
participation in VET, VET in schools, adult and community education); increased efficiency (national key performance measures, national VET statistics, national costing studies, the infrastructure program, promotion of VET); national programs; national projects; and financial information. Appended are lists of 1997 state and territory ANTA board members and National Training Framework committee members. In volume 2, the full range of achievements in VET in 1997 throughout the commonwealth as a whole and in each of Australia’s eight states and territories are detailed against the background of Australia’s national strategy themes. (MN)


This study examined faculty perceptions of accessibility and quality of graduate programs offered via the Internet. A total of 25 faculty (38 percent return rate) with experience teaching graduate courses via the Internet completed an e-mailed survey. It was found that half of the respondents had less than one year of experience teaching graduate courses using the Internet, and that nearly all also taught college courses in a traditional classroom setting. The largest groups of respondents taught graduate courses in education (32 percent), communications (20 percent), and the liberal arts or humanities (16 percent). Over two-thirds of the respondents reported that they were satisfied with their preparation time and efforts in teaching via the Internet. Respondents indicated that course or program administration was the most important environmental factor when considering course quality and accessibility. A high level of satisfaction was reported by most of the respondents in regard to the quality of the courses taught via the Internet. Data tables show results of the survey. (Contains 10 references.) (MDM)


Initiated by the government of the Netherlands and UNESCO, the European Policy Conference on Early Childhood Education focused on early childhood policy issues with special reference to the social integration of children and families at risk. The conference was organized around three themes including quality, accessibility and going-to-scale. This report summarizes highlights from the conference proceedings. Following a foreword and executive summary noting six emerging policy issues in early childhood education, the report presents a summary of proceedings, including: (1) conference organization; (2) pre-conference meeting of experts; (3) keynote speeches; (4) workshops; (5) meeting with participants of Averroes Step programs; and (6) panel of selected guests. The next section of the report contains the following three position papers: (1) "Early Childhood Development: Quality in Policy and Practice" (J.
Kloprogge); (2) "Access to Early Childhood Development: Strategies for Enhancing Social Integration" (N. van Oudenhoven & R. Wazir); and (3) "Early Childhood Policy: Implications for Large-Scale Implementation" (B. Bekkers). The final section presents in-depth discussion of the six emerging policy issues noted in the executive summary. A concluding statement and a list of participants are appended. (SD)

Reports that the Western Governors University has received admission applications for its World-Wide Web site enrollment in 1998. Alterations in Web site accessibility; Expectations of the university regarding the outcome of enrollment; Feedbacks from customers on the use of program.

This descriptive study surveyed directors/education coordinators, lead teachers, and parents to identify the effects of facility design and equipment acquisition on the curriculum offered in preschool centers. Study results indicate that the components of facility design had varying degrees of effect on the curriculum offered. Components such as material accessibility, toileting facilities adapted to the child's size, storage areas for toys, low windows, and the size of indoor and outdoor play areas are cited as examples. The components of equipment acquisition that had a very great affect on the curriculum offered were buying child-sized furniture and equipment, acquiring a variety of equipment and materials, and having age-appropriate equipment. Head Start teachers and education coordinators possessed greater awareness of the effects of facility design and equipment acquisition on the curriculum. Recommendations are submitted for increasing stakeholder's awareness levels of the impact of facility design and equipment on the preschool curriculum. (Contains 41 references.) (GR)

This policy statement from the American Association of State Colleges and Universities addresses the benefits of public higher education. Along with introductory and concluding sections, the statement addresses access, academic quality, research and public service, accountability, public financial support, and balanced governance. The statement asserts that shifting the historic balance between public support and individual tuition payments will lead to individual elitism and economic divisiveness, while continuing public support will encourage the greater breadth and quality of public higher education, greater accessibility, and continued expansion of research and public service activities. (EV)
For several years, Weaver High School (Hartford, Connecticut) has used a grant to fund the services of a consultant to provide information and training on the Americans with Disabilities Act (ADA). Weaver has a program that allows students with multiple disabilities to be part of the school program and all activities. Activities have provided learning experiences that have made students more aware of ADA and how it applies to them all. One activity that has worked well with technology education students is conducting accessibility surveys around the school facility. One example of a problem with simple and inexpensive solutions is a wall phone hung too high that could be lowered or replaced by a desk phone. Teachers stress to students the proper terms and language etiquette to use when talking to or about persons with disabilities. The interdisciplinary connections with activities involving ADA are many. The technology teacher has been actively involved with the social studies and current issues classes, where projects are related to civil rights. The mathematics connection is made in surveys and architectural design work. The technology teacher's work with health and physical education teachers has helped his students be more aware of various physical disabilities. Other success with inclusion has occurred in the art department, health education classes, and physical education. (YLB)

Discusses the working draft of page-authoring guidelines released by World Wide Web Consortium (W3C) designed to make web sites more accessible to the disabled. Benefits of the disabled ton the proposed guidelines; Features supported by the specification of Hypertext Markup Language (HTML) 4.0; Work of Web Accessibility Initiative (WAI) with W3C.

Reports on the use of the International Reading Association's electronic journal Reading Online (ROL) in preservice literacy education courses. Accessibility of ROL to students; Capability of readers' interaction with the text, author and other readers; List of resources found in ROL including Web Watch; Internet Resources for Graduate Student.

This report provides an overview of the difficulties that California faces in determining how much money to invest in school facilities. The text describes the dimensions of the school facility crisis as a whole and looks at the ways in which facilities can affect the quality of education and student performance. It also explores the various options open to both the
state and local school districts as they address this challenge. It argues that making a realistic projection about the need is a first step toward a solution. After that, school officials, policymakers, and the public must agree on the minimum quality that they believe is acceptable for school buildings and the optimum quality needed for educational improvements. Decision makers are reminded that schools must meet federal mandates for safety and accessibility. Subsequently, some standards for school facilities are presented. Stakeholders also need to determine the appropriate mix of state and local funding, and one suggestion recommends that the state commit more funds to help schools with maintenance costs. Other possible strategies such as state bonds, local taxes, and developer fees are discussed. (RJM)

Fichten, C. S., M. Barile, et al. (1998). Computer and Information Technologies: Student and Service Provider Perspectives. Canada Quebec: 16. This presentation discusses the outcomes of a project that investigated the computer, information, and learning and adaptive technology needs and concerns of Canadian postsecondary students with disabilities. A series of four focus groups involving 33 students with disabilities and 25 service providers was held. The study found: (1) colleges have a larger proportion of students with disabilities than universities; (2) students who are blind have the largest array of technologies at their disposal; (3) service providers in increasing numbers are using the Internet as a means of getting information about equipment and adaptations for students and they are primarily teaching themselves how to use the equipment; (4) there is an even split between institutions that keep their adaptive technologies in one central location and those that decentralize their equipment; (5) about half of all institutions had a loan program; (6) over 80 percent of institutions indicated weekend and evening access to adapted equipment; and (7) while all institutions had access to the Internet, only half had adapted computers with Internet access. The paper includes information on students’ preferences for computer access and the types of assistive devices used to enhance accessibility. (CR)

Finder, K. and D. Raleigh (1998). Establishing a Framework Useful for Developing Web-Based Assignments in K-12 Education. Wisconsin: 6. Expanding on the World Wide Web levels of use as defined on the "Courses on the Web" Web site at Oregon State University, this paper presents a structure which emphasizes K-12 assignments based on Web use while de-emphasizing the glitz of the Web. The educator purposefully designs a Web-based assignment which adheres to the unit objectives and is appropriate to the environment in which it will be used. Therefore, assignments will be varied according to connectivity, accessibility, student skills, and classroom goals and objectives. The "levels of Web use" background allows teachers to begin with tightly focused assignments that make small and appropriate use of online resources, then builds to more
complex assignments as they experience success and develop confidence in their ability to use Web resources effectively. A description is provided of each of the following levels of Web use and URLs that exemplify that level of use: (1) informational use of the Web; (2) supplemental use of the Web; (3) dependent use of the Web; and (4) fully developed courses delivered on the Web. Advantages of a context for Web use are then discussed. (AEF)

Deals with IBM Corporation's Home Page Reader Internet browser. Application of the browser to visually impaired Web users; How Home Page works; Comments from the Web Accessibility Special Interest Group for the National Association of Webmasters. INSET: Scripting Languages Assume Larger Role.

This report presents results of a survey of 600 postsecondary schools concerning their use of the National Student Loan Data System (NSLDS). NSLDS was developed to improve the quality and accessibility of student financial aid data, to reduce the burden on schools of administering the Department of Education's student financial aid programs, and to minimize fraud and abuse in these programs. The study found that postsecondary schools participating in federal student financial aid programs were making limited use of the NSLDS on-line and batch processing functions. It was estimated that almost half of the schools were not using these system capabilities at all, and more than half of the schools rarely or never performed seven of the ten tasks identified in the survey. The one use made of the system by most schools was to provide and update Student Status Confirmation Report (SSCR) information. Schools not using NSLDS cited such reasons for non-use as relying on alternative methods or facing limitations in resources or staff skills. Appendices provide more detail on the survey responses, the study's methodology, and the major student financial aid systems. Also appended are comments on the report from the Department of Education and the General Accounting Office's response. (DB)

This monograph provides an overview of critical policy and practice issues facing educators in the area of assistive technology (AT) for students with disabilities and discusses emerging policy directives and best practices for
service delivery in a way that is supportive of quality AT programs in schools. Following an introduction, Section 2 addresses the legal basis of assistive technology, including AT definitions, the mandate to provide AT, definitional ambiguity, and mandate complexities. Section 3 explores critical issues in policy, including personal use devices and medical exclusion, the Individualized Education Program (IEP) team consideration of AT, specifying AT in the IEP, external funding and repair/maintenance, home use, equipment ownership, and provision for private school students. Section 4 highlights critical issues in practice and provides information on staff training, staffing patterns and program organization, traditional evaluation and IEP process, AT assessment options and independent evaluations, short-term equipment loan, and educational and AT interface. Section 5 provides an action plan for those interested in becoming more proactive in responding to the AT needs of their students. Appendices include AT special factor considerations for IEP teams, a list of access questions, and the Telecommunications Act of 1996 proposed requirements for accessibility. (CR)


This study used reflexive photography to examine the perceptions of college freshmen at the University of Southern Indiana. A random sample of 10 first-time, full-time, degree-seeking freshmen completed an initial interview and background questionnaire and were given a 27-exposure disposable camera to take pictures that would illustrate their impression of the university or help to describe their impressions. The participants were also asked to record their thoughts while taking the pictures, participate in a structured photo elicitation interview, and participate in a focus-group interview. A number of primary themes emerged in the students' photographs and in their discussions of them, including perceptions about the university's physical environment, interactions with faculty, interactions with other students, student support services, and career counseling and preparation for the future. Some of the positive aspects of the university experience cited were frequent and meaningful interactions with faculty, the development of deep friendships with peers, and the accessibility of the campus. Negative aspects of the university experience included the low level of racial diversity among student and faculty populations, the disruption of the on-campus flow of automobile traffic to accommodate construction, and the perceived lack of computer labs on campus. (Contains 36 references.) (MDM)


The Government Accounting Agency estimates that one third of the nation's schools are in need of extensive repairs or replacement of one or more buildings. The condition of America's rural schools are at a crisis
stage and need to be improved to continue to educate rural youth. This paper profiles the state of rural schools' infrastructure, rural districts' economic problems, and the need to upgrade school facilities. It provides a context for improving rural facilities, including discussions on ways to upgrade systems for technology needs, energy efficiency, and handicap accessibility. Additionally, it offers an analysis of schools in the pre-industrial age, prior to World War II, post war, and in the age of technology. The paper discusses minimum standards for a quality facility, including space standards, heating/ventilation/air-conditioning requirements, public review, and federal funding. Final comments address how inadequate educational facilities can affect instruction, and the role of the school facility within a rural community. (GR)


Intended for adult education administrators and instructors, the purpose of this handbook is to provide practical information on the legal rights and responsibilities of adult education programs and of students with disabilities related to providing and obtaining accommodations. The Handbook contains specific information about disabilities, accommodations, and legal issues. Legal definitions, citations, and explanations are presented in a user-friendly format. Quick-reference lists are provided throughout the text to summarize key points. Samples of a code of conduct, public notice sign, and detailed checklists for determining the accessibility of program communications and facilities are also included. A list of possible accommodations includes the following services: (1) additional time to complete tasks; (2) assistive devices; (3) adaptive tools; (4) taped, large print, or brailled texts; (5) readers; (6) taped, typed, or dictated answers; (7) private work areas; (8) calculators; (9) note takers; (10) repeated instructions; (11) oral or sign language interpreters; (12) modification of existing equipment; (13) written instructions; (14) changes in desk height; and (15) changes in lighting. Guidelines to consider in selecting an accommodation are provided and state accommodations should be based on documented individual needs, allow the most integrated experience possible, not compromise the essential requirements of a course, not pose a threat to personal or public safety, not impose undue financial or administrative burden, and not be of a personal nature. (CR)


This report presents the findings of a pilot study conducted in Lake County (Illinois) that was designed to identify higher educational needs and to develop recommendations to respond to those needs. Several
Methodologies were employed: public hearings; market research; analyses of census, labor, economic, and educational data; consultations with state and local government, community leaders, business executives, and higher education administrators; and informal reviews of efforts in other states. Noted among the report's findings were: a strong demand for higher education, particularly among place-bound residents and working adults; a need for undergraduate degree programs in information technology and business and for graduate programs in accounting and business; and concerns about program and faculty quality, course accessibility, and cost of higher education opportunities. Following a brief introduction, the report contains the following sections: (1) a description of Lake County's educational resources and the comparative demand for higher education resources; (2) a needs analysis; (3) a description of the proposed University Center of Lake County, highlighting its campus environment, use of existing resources, and establishment of partnerships; (4) a request for institutional partners in the University Center, detailing the types of programs and coursework needed; and (5) a brief description of the next steps in the program's development. Data tables and the market research report are appended. (MAB)


The Indiana Workforce Proficiency Panel is responsible for identifying a common set of essential and technical skills for success in occupational areas and issuing Certificates of Technical Achievement. Incumbent workers and students can earn certificates in seven areas that are in high demand in Indiana's labor market and offer high-paying jobs with upward mobility. Certificates function as "open transcripts" and document application of knowledge and skill--over time and across classroom learning, work-based training, employment experience, customized training, and employer-sponsored training. Since 1996, 577 certificates have been issued; 511 updated ones have been reissued to reflect skills newly acquired; 65 implementation sites have developed 141 scenario assessments for demonstrating individuals' knowledge and skills and issuing certificates. The panel has a five-step standard-setting process: the State Technical Committee (STC) of key stakeholders within a specific occupational cluster meets with state staff to describe the anticipated 5-year direction; staff meets onsite with Incumbent Worker Groups (IWG) who conduct job task analysis; IWGs meet at regional gatherings to identify industry-wide standards; IWGs meet with Instructional Review Teams to recommend performance-based instructional practices and assessment strategies; and the STC reviews drafts of essential skills and technical proficiencies and ratifies and recommends standards for panel approval. The panel envisions greater certificate accessibility and recognition. (YLB)
This paper describes a three-year project that has created on-line lessons and activities on math and aeronautics aimed at improving the education and aeronautics-related career options for children with physical disabilities. It has developed a specialized program, drawing from existing curricula, available materials and assistive technology, which uses the Internet to support an interactive education experience. The project targets schools nationally with students in grades 4 through 7 and has been useful to students in general education as well as special education settings. The project was based on two issues: an awareness that current mathematics curricula are highly reliant on students' ability to use manipulables, which leaves children with disabilities that affect their ability to manipulate objects at an academic disadvantage, and the realization that children with physical disabilities may not consider or be prepared for possible careers in aeronautics. The paper describes the goals of the project, the rationale behind using the Internet as a medium for providing aeronautics-based math activities, the project's timeframe, project resources, the curriculum design, the mathematical and aeronautical content that is covered, how the content was taught, and the accessibility of the World Wide Web pages. (CR)

This report examines a basic child care challenge confronting the state of Texas: the shortage of affordable, accessible, quality early care and education for Texas families with children, particularly those with limited incomes. The report notes that these three factors--affordability, accessibility, and good quality--are integral to a successful child care program, and that Texas families with low and moderate incomes continue to face unmet child care needs. Following a brief introduction, section one of the report addresses the demand for child care in Texas including issues of affordability, accessibility, and quality. The second section addresses the supply side of child care in Texas. In terms of accessibility, the kinds of child care available are described and include: (1) Head Start; (2) Pre-kindergartens; (3) Kindergartens; (4) Licensed Child Care Centers (LCC); (5) Group Day Homes (GDH); (6) Registered Family Homes (RFH); and (7) School-Age Child Care (SACC). In terms of affordability, this section describes Child Care Management Services (CCMS). Quality of available child care is also addressed. The final sections of the report offer summary conclusions on the state of Texas child care in such areas as: (1) lack of coordination between early childhood education services; (2) inadequate supply; (3) various levels of quality; and (4) little consideration to appropriateness of services. Contains 100 references. (Author/SD)

Focuses on issues related to artificial intelligence. Scheduled date of the workshop 'Ant Colony Optimization'; Introduction of the Web site Robotic.com; Accessibility of the Alife Database.


This digest describes some of the problems researchers face in communicating educational research data to general, nonresearcher audiences. Accessibility is one problem. Most research on effective educational practices does not filter down to the people who contribute or control funding. Another problem is that of readability. In the rare event that a general reader gains access to materials about educational programs, stylistic characteristics, including organization, terminology, and presentation of statistical data, often make the materials difficult to read. Researchers often have difficulty in reporting on practices that don't work, and this fact affects the amount of educational research that reaches the general public. Most steps that could make research data more useful to more people are relatively easy to accomplish. First, the focus should be on the audience. Findings should be summarized in plain language at the beginning of the report, and information should be presented so that it can be absorbed quickly. Researchers will need to: (1) simplify their language; (2) create simple tabular material; (3) incorporate inviting graphics; (4) enlist the aid of journalists and other communicators; (5) publish on the Internet; and (6) make certain that the research supports the conclusions. (Contains four references.) (SLD)


This paper presents a set of guidelines for the design of computer-supported distance multimedia that enables collaborative distance learning. The first section provides an overview of distance learning and discusses teacher and student roles in a collaborative distance learning environment. Conditions for effective collaborative learning are listed in the second section, including: student interdependence and personal responsibility; instructors who are engaged in a facilitating, reflecting, and coaching role; strategies that maximize student interaction and organize formal and informal testing to ascertain students' progress; identification of effective cooperative processes and student interaction in a collaborative learning environment; accessibility to the distance learning system and materials, and stimulation of student interest; planning; and effective use of technology. The third section presents the following principles for designing and developing computer-mediated collaborative open and distance learning (ODL) courseware: careful organization; including
questions for discussion or response; connecting course materials to current events or to students' experiences; deciding how to display items; avoiding hyperinteractivity and cognitive overload; balancing the need for multimedia effects; including online and off-line collaborative interactions and peer-group assessment; providing opportunities for self-assessment; clearly defining instructional and learning objectives; and including one or more "seminar" type segments. (Contains 35 references.) (DLS)


The Programme Development Fund (PDF) was created to fund the design of distance education courses and programs in New Brunswick. Of the 132 projects funded, 23 were awarded to the private sector, 31 to community colleges, 62 to universities, 12 to non-profit organizations, and 4 to secondary schools. In addition to newly created jobs and the development of more than 167 distance courses, the province has reaped the following benefits from its participation in the program: (1) an increased accessibility to learning opportunities; (2) opportunities to develop multimedia distance learning software; (3) national and international attention; and (4) learning industry contacts outside the province. After the program, PDF recipients evaluated the experience to identify problems and possible improvements. Most problems identified were those of product development, which were due to poor finances, a heavy workload, and administrative problems. Among the recommendations that recipients offered were (1) developers should create and follow a comprehensive business plan and a marketing strategy; (2) team commitment is essential; and (3) enough time should be allowed to overcome technological obstacles. The majority of recipients reported being satisfied with the program procedures and recommend the same form be used in future projects, although some felt that more focus was needed on exportable, possibly profitable projects. (VF)


Project WORKSMART was a Nashville, Tennessee-based workplace literacy project to provide an exemplary multidimensional workplace literacy program while simultaneously demonstrating products and practices that promote lifelong learning that can be customized and replicated in diverse work environments. The project was a partnership between NashvilleREAD and three business partners: a distribution and repair center, a large urban hospital, and a convalescent center. Five principles underpinned the project: involvement, accessibility, appropriateness, comprehensiveness, and replication. During the project, NashvilleREAD worked with site-based councils to design site-specific workplace literacy training to help employees functioning below a high school level develop the skills and levels of learning needed to maintain
their current job and become promotable. Because the hospital had already begun developing a basic skills program for its employees, NashvilleREAD's primary role at the hospital was to help the hospital refine its training methodology. At the distribution and repair center, NashvilleREAD helped design a program that emphasized team building and keeping current with technology. The training program provided at the convalescent center was focused on helping candidates pass a certified nurse technician exam. An external evaluation identified three issues: lack of computers for participants; geographical distance between sites, causing communication problems; and restraints on training time caused by learners' work schedules. Overall, Project WORKSMART fulfilled all its stated objectives successfully. (MN)

Natal, D. (1998). On-Line Assessment: What, Why, How. California: 23. Recent increases in the speed and accessibility of computers and networks have made it possible to administer tests on-line. On-line assessment can be conducted in a controlled setting, such as a testing center, or distributed over local area networks or the Internet to libraries and student homes, allowing students the flexibility to complete tests as their schedules permit. While on-line tests can contain virtually any type of question, the easiest test to develop are true/false, fill-in-the-blank, and multiple choice formats. Advantages of on-line tests include time savings for instructors and students, as well as increased learning opportunities for students in that the tests offer immediate feedback and do not take up class time. There are disadvantages to on-line testing for students, however, including the problem of procrastination, the lack of universal computer access and skills, and less flexibility in test-taking strategies. Disadvantages also exist for teachers, including problems with security and computer hardware, and issues related to "debugging" testing programs to ensure correct feedback and scoring. Tools for developing on-line tests include basic Hypertext Markup Language (HTML) with hyperlinked answers; HTML forms with Perl, CGI, or Personal Home Page (PHP) scripts to send feedback to students and commercial test development software. Sample HTML and PHP source code and test screen shots are included. (BCY)

centered care, federal legislation, HIV health services, access and quality of care under Medicaid managed care, childbirth education, gastrostomy feeding, infection control, sexual training, medical technology, health care, sexual abuse, accessibility standards, family support, care coordination, school personnel training, federal programs, cultural competency, educational planning, handbook for teenagers written by young adults, head injuries, and the role of educational support personnel. (CR)


Historically, libraries have been an important component of the educational process, contributing to the success of the educational mission of schools. Education reform has prompted increased attention to the role school library media centers might play in the expanding role of computer- and technology-based education. However, policymakers have expressed concern that school library media centers have suffered from inadequate resources and support. Differences in library resources between schools can indicate how technology-based equipment and services are distributed as well as student accessibility to these resources. This two-page report provides data for school year 1993-94. About one-third of public school library media centers had computers with modems, automated circulation systems, and database searching capability with CD-ROM; 9% had on-line database searching capability; and 47% had the capability to use CD-ROM periodical indices. Library media centers in public schools with less than 20% minority enrollment were more likely to have computers with modems, database searching capability with CD-ROM, and on-line database searching capability than libraries in schools with 20% or more minority enrollment. The availability of resources and services provided by library media centers was also directly related to the poverty level of the school. Public school library media centers were far more likely to have computers with modems, automated circulation systems, database searching capability with CD-ROM, and a connection to the Internet than were private school library media centers. Includes a table showing the percentage of public school library media centers that offered selected services and equipment, by selected school characteristics, and graphs showing the percentage of public school library media centers that offered selected services and equipment, by percentage of minority students enrolled, and by percentage of students eligible for free or reduced-price lunch. (SWC)


Educational facility designers have few challenges greater than planning facilities that support programs for exceptional children. These programs
are intended to ensure that students with disabilities develop mentally, physically, emotionally, and vocationally to the fullest extent possible in the least restrictive educational environment. This publication is a resource that can assist design professionals to plan facilities that meet evolving needs of public schools in North Carolina. Its purpose is to provide descriptions of exceptional children's programs (K through high school) and the facilities that can support them. Facility planning guidelines for instructional services are provided in the following areas: autism; behaviorally-emotionally disabled; deaf-blind, multihandicapped, and severely/profoundly handicapped; hearing impaired; mentally disabled; specific learning disabled; speech-language impaired; and visually impaired. Each area provides a program description followed by guidelines on space requirements, and furnishings and equipment. Support services such as adapted physical education, occupational therapy, physical therapy, and school psychological services are similarly detailed. Appendixes list the classifications of exceptionality, adapted services, accessibility guidelines, sample floor plans for self-contained exceptional children facilities, and guidelines for seclusion or isolation time-out areas. (Contains 10 references.) (GR)


This document reports the results of the 31st annual utilization study and inventory of space in North Carolina institutions of higher education as of the fall 1997 semester. Text and 26 tables present data on all branches of the University of North Carolina, all branches of the North Carolina community college system, three private research universities, 34 private general baccalaureate colleges, and one private junior college. The study is organized in four sections: (1) utilization of instructional space, which includes ratios, percentages, and indices that relate the amount of instructional activity to various categories of campus space; (2) interior space characteristics, which describes campus space by the uses and programs to which it is assigned; (3) building characteristics, which cover elements such as building age, condition, and replacement cost; and (4) accessibility of facilities to mobility impaired individuals, both for program accessibility and facility use. An institutional index is appended. (Contains 10 references.) (DB)


This brochure provides an overview of programs and services of the components of the U.S. Department of Education's Office of Special Education and Rehabilitative Services. First it describes services of the
Office of Special Education Programs in implementing the Individuals with Disabilities Education Act, especially the Parent Training and Information Centers, and the Office's assistance to the states in developing early identification and professional development programs. Next, it looks at activities of the Rehabilitation Services Administration to support state vocational rehabilitation programs, independent living centers, and programs to train and place people with disabilities in jobs. Finally, research and technology activities of the National Institute on Disability and Rehabilitation Research and the Office of Special Education Programs are noted, such as development of an idea book for adaptive parenting equipment, work to improve computer accessibility, and research on the use of technology in education. Case studies illustrate how individuals have been positively affected by these government programs. (DB)

A focus group study examined child care experiences of 16 low-income women living in Cleveland, Ohio to gain an understanding of these women's experiences with child care in general and with the system that assures access to child care subsidies or vouchers for supported child care. Several themes emerged from the study: (1) parents prefer placing their infants and toddlers in child care with family and friends whom they know and trust; (2) safety of children is the greatest concern of these families; (3) parents want to have choices about the care their children receive; (4) use of child care subsidies depends on adequate choice, accessibility of care, cost of care, and accurate information offered in a timely and respectful manner. Based on the study findings, the following recommendations were made: (1) the system for accessing child care subsidies must be seamless and responsive to the needs of parents regarding education and training and to those who have become employed; (2) measures to expand the supply and mix of child care arrangements in the central city should be carefully considered; (3) all parents need to understand how to shop for a care provider; and (4) mechanisms to ease the co-payment for families just beginning their employment should be considered. (Contains 14 references.) (EV)

This presentation by Linda Roberts, the U.S. Department of Education's Director of Educational Technology, introduces the Families, Technology, and Education conference by discussing the Clinton Administration's policies and goals for technology use in schools. Issues discussed include equipment and accessibility, teacher training and professional development, and integrating computers into the curriculum. The government's Technology Fund, competitive grants, the education rate,
and equity and quality concerns are also briefly discussed. (LPP)


This paper describes the development of two World Wide Web sites, "Our Place in the World" (OPITW) and "Chicana and Chicano Space" (CCS), specifically designed as resources for art educators, and describes a framework for three blended levels or layers of navigation that support knowledge construction within the domain. The first section of the paper discusses the elements of educational hypermedia environments, including: (1) the relationship between the site and the user; (2) learner/user elements, i.e., computer skills, content knowledge, self-efficacy, learner control, and task type; (3) macro and micro conditions of hypermedia design; and (4) site elements, i.e., content, presentation, navigation, and links/nodes. Ill-structured domains and cognitive flexibility are discussed in the second section, including the notions of "concept-and case-complexity" and "across-case irregularity." This is followed by a section that addresses thematic and inquiry-based learning. The final section describes the three layers of navigation used in the OPITW and CCS web sites--near-linear navigation, guided navigation, and self-directed exploration. Two tables present: elements of hypermedia learning environments and macro and micro levels of relevance, usefulness, and accessibility of hypermedia learning environments. Recommendations for application of this framework for other hypermedia and hypertext curriculum resource environments are included. (Contains 27 references.) (DLS)


A program cost study was conducted at a large midwestern university to determine department-level expenses and revenues associated with the mission-critical activities of instruction, research, and service. The study (or program) is based on a model for allocating costs, called responsibility centered management, that has been used for nearly a decade to allocate campus revenues and expenses to academic units, and an instructional effort report/capacity model used to examine total faculty workloads. The study/program was conducted at a large, midwestern, urban public university and provides campus, school, and department-level cost information for teaching, research, and service activities. The study also allocates all levels of overhead (departmental, school, and central administration) to the foregoing activities within each academic unit. Direct and overhead costs can be evaluated separately or together to formulate plans and budgets. The information generated by this model is used with indicators of program quality and accessibility as an integral part of the campus planning and budgeting process. (Contains 26 references.) (CH)

This manual was designed to assist museums in becoming accessible to all individuals, including people with disabilities, in compliance with the Americans with Disabilities Act 1990 (ADA). Following an introduction that addresses museum attendance, accessibility, universal design, and different types of disabilities, chapter 1, "ADA Basics for Museums," explains the basics of the law and outlines the legal requirements of museums under the ADA. Chapter 2, "A Strategy for Accessibility," outlines a nine-step strategy of building blocks for achieving ADA compliance. The steps include: (1) accessibility statement; (2) accessibility coordinator; (3) accessibility advisory council; (4) staff training; (5) review of existing facilities and programs; (6) planning for accessibility; (7) promoting and advertising accessibility in the museum; (8) grievance procedures; and (9) ongoing review of access efforts. Chapter 3, "Accessible Facilities and Exhibits," gives a wide range of practical and specific recommendations on how museums can design accessible exhibits and programs. The final chapter, "Content Communication," presents alternative ways that museums can effectively communicate information about the content of their collections to all visitors. A 20-page resources section is provided that includes further sources of information about the ADA. (CR)


This report provides an overview of multimedia access barriers and solutions for people with sensory disabilities, including recommended public policy interventions. A letter of transmittal to the President and both houses of Congress precedes the main body of the report. An executive summary groups recommendations under the following categories: establishment and tasks of a National Advisory Task Force on Multimedia Access; legislative/regulatory policies (at both federal and state levels); and research, education, and collaboration. The report's main body is divided into five sections which address: (1) use and importance of multimedia; (2) barriers to accessing multimedia; (3) solutions for making multimedia products accessible; (4) voluntary efforts to improve access to multimedia; and (5) recommendations for further action. Seven appendices provide information on a framework of multimedia categories; statistics on the number of people who are visually or hearing impaired in the United States; results of a survey of educators of people with visual impairments working with multimedia products; results of a questionnaire for educators of people who are blind or visually impaired; questions for educators and media specialists working with people with hearing impairments; a listing of current multimedia projects focusing on accessibility; and the mission statement of the National Council on
Disability. A glossary is included. (Contains 90 references.) (DB)


This book is intended to help school personnel in determining whether a child is eligible for services under Section 504 of the Rehabilitation Act, providing a framework for analyzing a child's deficit areas to clearly determine eligibility and justify providing or declining services under this law. Chapters 1 and 2 introduce the guide and give an overview of the requirements of Section 504. Chapter 3 details the specific requirements of Section 504 for schools, including the provision of a free appropriate public education. Chapter 4 describes how to determine if a child is eligible for Section 504 services. It details a method of analyzing a student's deficit areas to determine whether there is a substantial limitation in a major life activity, the basis for eligibility under Section 504. Developing accommodation plans for students is the focus of Chapter 5, whereas Chapter 6 provides information on the procedural safeguards that must be provided to students and their families. Finally, Chapter 7 lists and answers frequently asked questions about Section 504. Appendices include the regulations of Section 504 that focus on schools, an accessibility checklist, a school policy outline, a sample parents rights form, and a guide to classroom interventions. (DB)


States that enterprise management tool vendors are adding Web browser interfaces to their tools to allow easier access. HP OpenView from Hewlett-Packard Co., which offers read-only Web reporting and interactive manipulation of data and events; An ActiveX version of Boole & Babbage Inc's Command/Post Explorer; Web accessibility of Computer Associates International Inc.'s Unicenter TNG platform; Web access to Network Health reports from Concord Communications Inc. INSET: Enterprise management device uses browser.


This study explored asynchronous delivery modalities in a distance education program and investigated a paradigm for enhancing interactivity in distance education using CD-ROM, interactive video, and e-mail. The purposes of the investigation were to: (1) create an asynchronous distance learning environment based in these technologies; (2) build into the program multiple interactive prompts (readiness, conditional, non-linear branching, consequential, and reflective) and delivery techniques (interactive video, textual, and graphic); and (3) evaluate both accessibility and program impact upon student learning and attitudes. A combination of
computer programs, CD-ROM, videotapes, and e-mail served as the delivery mechanism for a graduate level course on secondary school curriculum. Due to various computer problems, not all students were online at the beginning of the course. Although they could use the post office to mail their projects to the instructor until they obtained the necessary hardware, some did not take the initiative to do that. Hence, a major problem of this type of distribution mechanism is evident in that it requires personal motivation to complete the course. Most of the students found the course to be successful. (AEF)


This paper presents a generalized solution to the problems that people with disabilities face regarding accessing the Internet. Of particular interest is the way in which the authors' paradigm allows for enhanced interaction with information resources, including distance learning and education in general. A basic overview is provided of the authors' approach to serving the World Wide Web accessibility needs of the disabled community. The focus of the project consisted of developing an Internet site that functions as a central location for computer resources targeted at the disabled. In addition to the Web site, a number of specific interface modules have been developed, including several virtual keyboards, a voice controlled mouse, an acoustic output mouse, a joystick-based mouse, and other acoustic navigation tools. An example of the of the unique features of the disability resource Web site is presented--a customizable lightweight voice recognition/PC control module for speech impaired users. Four figures illustrate: using the Web to provide access to the world; discrete non-verbal utterance recognition process flow-chart; a typical "D" sound; and the frequency power spectrum of the "D" sound. A table contains a sample identification of the female vocalization of "D." (Author/DLS)


During 1997-1998, the Florida Education and Employment Council for Women and Girls has continued an analysis of strategies to assist all Florida women in achieving self-sufficiency. As part of that effort, the council examined registered apprenticeship programs as an avenue of on-the-job training offering women, as well as men, high-skilled, high-wage employment and health and welfare benefits for workers and families. Council members interviewed workers, business and apprenticeship representatives and analyzed key issues pertaining to the benefits, accessibility, and barriers to women and other minority groups participating in registered apprenticeships in greater numbers. The study
found that some of the barriers exist in the schools, with fewer girls participating in mathematics and science classes, some are internal to the women, and others are societal or work related. Exemplary programs for women in nontraditional occupations were identified. The council set the following goals: (1) increase the number of young women in secondary schools who take advanced courses in mathematics, science, technical and vocational courses, particularly in areas nontechnical for their gender; (2) increase the number of young women who leave high school who proceed into trades and technical education, particularly into registered apprenticeships; and (3) increase the number of mature women who select apprenticeships as "second chance" occupational training. (The report contains 66 references. Seven appendixes include the following: a glossary of terms; council membership and programs; information on programs for single parents, displaced homemakers, and single pregnant women; gender equity programs; legislation; and resources.) (KC)


This paper describes how Ball State University in Indiana provides accommodations for individuals with disabilities, including faculty, staff and students. The university's history of providing accommodations is traced from the 1920s, when members of the football team carried a student using a wheelchair up stairways to attend classes, through the 1960s when curb cuts on campus sidewalks were made, followed by the 1970s building renovation and program accessibility, and the 1980s, when intramural sports were modified so that students with disabilities were able to participate fully. The introduction of an infrared sound system in the main university performing arts auditorium when the national touring company of "Children of A Lesser God" came to campus is also highlighted, along with the development of a computer literacy curriculum for students with vision impairment. The coordination of the offices of Affirmative Action and Human Resources with the Coordinator of Adaptive Computer Technology to provide effective and meaningful accommodations for faculty, staff, and student employees is also discussed. (CR)


Access to early childhood education and social exclusion are issues currently of importance for policy and program development in Europe. This paper explores links between early education access and social exclusion in regard to profound and rapid changes in Europe that are forcing families to find new ways to remain integrated within their communities and societies, and to prepare their children for adult lives. The paper argues that early childhood education can be an effective mechanism for promoting social integration and cohesion, particularly for
socially excluded families. Access to early education could open doors to many other services, further integrating these families. Creating full accessibility should be given the highest political priority, but to reach the marginalized and excluded segments, public awareness would have to grow and strategies to improve access to services would need to be introduced. The paper then considers strategies centering on the client, program, policy and organization. The paper concludes by noting that the nature of services provided would also have to be scrutinized with respect to their suitability for supporting children at risk. (JPB)


This investigation chronicled the experiences of an instructor and her students as they first experienced a distance course that utilized various technologies. Both the instructor and the students had limited or no experience with e-mail, use of the Internet, or the supporting software. The students were 33 elementary school teachers taking a graduate level science education course at Morehead State University. The challenge was to utilize the technology without reducing course content. Each class had to be well planned and organized, especially since the instructor had students participate in hands-on elementary science activities. There were fewer impromptu discussions and the instructor felt it took longer to do things by distance learning. Students were generally pleased with their experiences, citing such reasons as accessibility of courses previously unavailable, the opportunity to learn new technologies, the opportunity to share and learn from students at different locations, and the feeling of being more actively involved in their own learning. Problems encountered included technology problems, particularly sound quality; time wasted while setting up student presentations; and less teacher contact. The number of students expressing concern about the amount of teacher-student contact declined as the semester progressed. Students who used e-mail to send assignments and correspond with the instructor indicated that they felt they had more interaction and feedback on assignments than in traditional classes. (PVD)


Due to easy accessibility to the Internet and prevalence of programs for designing World Wide Web sites, a special education teacher may now create a Web site with little cost or trouble. Special education teachers may want to consider creating a Web site to inform parents and caregivers about classroom activities, invite participation in special projects, send and receive e-mail, or link to school or other sites. The Web site acts as a powerful communication tool for students and caregivers, and it expands the classroom into the larger community. This paper gives specific guidelines for steps in designing and publishing a Web site: planning;
defining the purpose of the site; achieving clarity through use of fonts and color; being consistent within school or district guidelines; structuring an easy-to-navigate format; finding and using graphics; and getting help with creating the site. A checklist of 15 points to remember is included. An appendix lists 25 Web sites (some annotated) that provide free graphics, search engines, information on HTML (hypertext markup language), and software. (SAS)


(1997). Regulatory Negotiation Committee on Accessibility Guidelines for Play Facilities. Final Report. District of Columbia: 21. The Architectural and Transportation Barriers Compliance Board is responsible for developing accessibility guidelines under the Americans with Disabilities Act of 1990, including play facilities. This report provides a section-by-section analysis of the proposed guidelines, and exceptions, for play areas. Guidelines include ground and elevated level play components; accessible routes; clear width and height; ramps, handrails, and transfer systems; maneuvering space; reach ranges; accessible surfaces; and soft-contained play structures. Definitions of play area terms conclude the report. (GR)

(1997). **USA TODAY** provides an electronic teacher resource center... **Curriculum Administrator**, Professional Media Group, LLC. 31: 38. Reports that "USA TODAY" has created Classline Online, an electronic teacher resource center, located on the World Wide Web. Accessibility of the site; Features of the site; Information on the company's Classline education program.

Ahanger, G. and T. D. C. Little (1997). Easy Ed: An Integration of Technologies for Multimedia Education. Massachusetts: 7. The accessibility of the World Wide Web and its flexibility for conveying digital information in various forms makes it a convenient mode of communication for education. With the help of a distance learning application called "Easy Ed," this paper demonstrates how these properties of the Web along with a data model can be used to provide a classroom environment on the Internet. Easy Ed provides a rich medium for education that is achieved by integrating information across the different media types (text, video, audio, and graphics) in hypermedia
form. Metadata conforming to the data model about different media types is stored in a relational database, which not only facilitates authoring, but also makes it possible to reuse existing instructional material. Another concept of Easy Ed is the dynamic repurposing of content at the time of access. Dynamic information generation helps to customize information according to a user's level of comprehension, the information medium, and hardware compatibility. Five figures present customization and page composition, the system architecture of Easy Ed, object hierarchy in a topic, an example of tour formation, and the interface for display of course views and contents. (Author/AEF)


This document outlines the Alaska State Plan for 1998-2002 prepared in accordance with the Library Services and Technology Act. The overall goal of the State Library program is to assure access for all Alaskans to the library resources necessary to meet informational, educational, cultural, and recreational needs. Population characteristics impacting library services in Alaska are first described. Five goals for library service in Alaska are then outlined, and a background on priorities is discussed for each goal. The goals include: (1) Connectivity - Access to telecommunications; (2) Information - Access to worldwide sources of information, educational resources, research data, etc.; (3) Partnerships - Develop regional and multi-jurisdictional agreements; (4) Service - Improve library services to the underserved; and (5) Accessibility - Services to Alaskans with special needs. The remaining two sections of the document focus on evaluation of the program, and policies and procedures for public input and the role of the State Advisory Council. (AEF)


The complexity of technology training for teachers can be partially explained in terms of three phenomena: the historical resistance of teachers to use media, the nature of teaching itself, and the life cycle of technological innovations. Factors that influence teachers' use of technology include: accessibility of hardware and software, administrative expectations and support for the implementation, and adaptability of classroom and work settings. As practical professionals, teachers are often suspicious of new claims and the implementation of new ideas without proof of effectiveness. Teachers tend to adopt a new technology when that technology helps them do what they are currently doing better; thus, they may be seen as reinforcing the status quo. In addition to a cautious attitude engendered by teaching and the historical and cultural resistance to change, the influx of computer games and the perception of video and film as entertainment illustrate how computer technology can be
suspect as a legitimate educational tool. Suggestions for teacher technology training include: provide teachers with numerous opportunities for training and practice; provide administrative support for training and for trying new approaches with technology; acknowledge the professional concerns of teachers and their need for practicality while encouraging risk-taking; and provide post-training follow-up. (ND)


These three publications examine the current state and future of apprenticeship and industry training in Alberta, Canada. The "Current Context" publication, released in October 1996, examines the following topics: the structure of apprenticeship and industry training in Alberta; enrollment and industry participation; Alberta's contribution to apprenticeship training and the interprovincial standards (Red Seal) program; funding apprenticeship and industry training; the emerging economic environment and skill requirements; and recent government initiatives. A "Vision for the Future," also published in October 1996, is a discussion paper and outlines the vision and principles of apprenticeship and industry training in Alberta. The "Keeping you Informed" publication, released in March 1997, presents the responses from stakeholders to the discussion paper. Both the "Vision for the Future" and the "Keeping You Informed" responses are structured around 14 specific goals and strategies related to responsiveness, accessibility, affordability, and accountability. The following are among the recommendations discussed in both papers: (1) redesign the advisory committee network; (2) consider opportunities for flexible certification; (3) increase flexibility in methods of formal instruction; (4) review the regulatory framework; (5) communicate alternative ways of accessing apprenticeship training; and (6) provide apprentices with appropriate financial supports. The three documents include a total of 21 tables/charts and a questionnaire examining the vision and principles of apprenticeship and industry training in Alberta and strategies for achieving them. (MN)


Presents abstracts on online public access catalogs for academic librarians in the United States. Spelling errors in online catalog searches; Table of contents in library catalogs; Feasibility of integrating OPAC information and World Wide Web accessibility.

In 1997, the San Diego Community College District conducted a self-evaluation study of their continuing education programs to assess the program's compliance with the Americans with Disabilities Act (ADA). Ten focus groups revealed their knowledge and views of the ADA. Students cited the availability of special instructional accommodations, but noted the lack of emergency telecommunication devices for the deaf (TDD) services. Administrators felt that an ADA training session was needed. They cited some necessary improvements of facilities, though most felt that the architecture and programs were accessible. Staff held divergent views on the status of ADA implementation, though there was a general consensus that there was a lack of campus space, and a need for a campus review of access for the disabled. The Disabled Student Programs and Services Department Staff acknowledged instructional accommodations, but cited the need for an emergency evacuation procedure. Faculty and Special Admit Programs, and Business, Facilities, and Operations staff acknowledged architectural and program accessibility, but felt that faculty would find ADA training helpful. Although most staff and faculty believed that accessibility to education and services was implemented, vital areas such as information, training, and emergency services needed improvement. (YKH)


In 1997, the San Diego Community College District conducted a self-evaluation study of Mesa College to assess its compliance with the Americans with Disabilities Act (ADA). Ten focus groups discussed their knowledge and views of the ADA. Findings for the Student and Disabled Student Group indicated that while there was a general lack of awareness of special needs and available services for individuals with disabilities; students did acknowledge certain instructional accommodations. Administrators demonstrated knowledge of programmatic and instructional accommodations and declared a commitment to informing staff of ADA policies. Staff held divergent views, with some staff feeling that most provisions of the ADA had been accomplished, while others noted areas in need of improvement. Staff training and campus reviews were advocated. The Student Services and Disabled Student Programs and Services Department Staff felt the need for continuous discussion of access issues and greater classroom space. The faculty acknowledged the instructional accommodations made, and were aware of the employment regulations of the ADA. The college police and the special admit programs believed that there was architectural accessibility for the disabled. Site compliance officers corroborated the aforementioned observations, but felt the need for improved access to information. (YKH)

Addressed to institutional researchers, this report from California's Chabot College presents information on National Center for Education Statistics (NCES) data sets. Included is a discussion on how these data sets can be used to create peer groups of U.S. colleges, and to produce statistics on major student variables for each of these groups. Ideas are presented on how to obtain and work with NCES data sets, and what resources are needed in terms of time, hardware, software, supplies, and funds. Three major chapters review the usefulness of two data sets: the Integrated Postsecondary Education Data System (IPEDS) and the Beginning Postsecondary Students Longitudinal Study (BPS). The conclusion summarizes the value and accessibility of these data sets, and helps institutional researchers evaluate whether they have the inclination or resources to work with either of the sets, or if published materials are better alternatives. The report contains 21 tables. The appendices contain lists of IPEDS and BPS variables used, supporting tables, and additional sources of help in using the NCES data sets. (AS)


This document outlines the major features and achievements of the Australian vocational education and training system in 1996 and provides some illustrative examples of specific initiatives undertaken by states, territories, and the Commonwealth. Among the major achievements detailed in the report are the following: (1) for students--35,000 more places in vocational education and training, agreement to expand vocational education and training into schools with links to apprenticeship programs, more flexible delivery of training, development of strategies to redress barriers and inequitable outcomes for specific client groups, and piloting projects in several areas; (2) for employers--simpler processes for developing skills and a more flexible national training system, increased quality and relevance of employment-based training, and increased resources to finance growth in traineeships; and (3) for providers--increases in flexible delivery options, promotion of best practices, increased public funding, and reduced regulation and a focus on guaranteeing outputs. In summary, the achievements can be considered in terms of greater responsiveness, enhanced quality, improved accessibility, and increased efficiency. Financial information is included in the report. (KC)
2: Commonwealth, State & Territory Achievements. Australia Queensland: 112. This document contains a chapter from each Australian State and Territory and from the Commonwealth on their full range of achievements in 1996 related to the National Strategy for Vocational Education and Training. Achievements of all State and Territory Training Authorities are outlined in terms of the four themes of the national strategy: greater responsiveness, enhanced quality, improved accessibility, and increased efficiency. The report also includes information on Commonwealth initiatives in vocational education and training. Among the major achievements detailed in the report are the following: (1) reform of the apprenticeship and traineeship system; (2) reform of the vocational education system; (3) literacy training; (4) small business services; (5) quality initiatives; (6) migrant services; (7) improving access for disadvantaged groups; (8) industry-education partnerships; (9) development of the training market; and (10) small business training opportunities for women. (KC)


California's Rio Hondo Community College (RHCC) began developing online programs in response to rapidly approaching external changes affecting education and training. These changes included reduced funding for expansion, increased needs for inservice training, increasing numbers of adult students, and the growth of computer technologies and the Internet. Current distance learning applications allow colleges to combine new roles for teachers and learners, new learning paradigms, and technology that increases speed and accessibility. In developing the new program, however, planners at RHCC faced immediate resistance to change among faculty and staff. In addition, the following issues and obstacles had to be addressed: (1) gaining the support of key administrators; (2) convincing faculty, the Academic Senate, and the college's Curriculum Committee that distance learners would receive the same support and quality instruction as on-campus learners; (3) obtaining the support and assistance of colleagues in the target department; (4) assessing student needs and piloting courses; (5) maintaining adequate technology and deciding upon elements to be implemented; and (6) allowing sufficient time to implement the program. The obstacles were overcome, however, and, as of 1997, 24 Web-based professional update courses related to peace officer education were offered through the college's Public Service department. The course pages include course titles, descriptions, learning goals, activities, assignments, and links to other Internet resources. Contains 18 footnotes. (HAA)

This practicum report describes the development of a student assessment survey to evaluate whether the liberal arts programs at Northeastern University (Massachusetts) were meeting the needs of the adult student population. Emphasis was on determining appropriate content and format design for a student assessment survey. A student outcomes survey was designed and was pilot tested with seven graduates of the liberal arts programs. Validation indicated the measure was useful in assessing the outcomes of graduates. The measure allowed respondents to evaluate the program's effectiveness in developing respondents' comprehension, accessibility, retrieval, and communication skills and appeared to be relevant to the educational experience and career choice of the adult student. It was also concluded that the mail survey was the best format. Appendices include names of individuals involved in the study, a list of survey objectives, and the survey instrument itself. (Contains 28 references.) (DB)


Designed for child care workers who provide day care to children of disabled mothers, this booklet provides information about the needs of disabled women and gives suggestions for how to accommodate women with various disabilities. The booklet may also be useful for parents with disabilities who have young children and who want to work with child care providers to become more accessible. Following a rationale for the booklet, sections of the booklet discuss: who are mothers with disabilities; barriers preventing disabled mothers from accessing child care services, specifically bias against the disabled, and inaccessible facilities; accessibility needs of women with different disabilities, including physical disabilities, psychiatric disabilities and disabilities arising from chronic health conditions such as AIDS or epilepsy; caregiver responsibilities under the Americans with Disabilities Act; and making the child care program welcoming to mothers with disabilities. Four appendices list resources, disability organizations, references and suggested readings, and a glossary of terms. (JPB)


A foreword and 11 articles discuss the nature and structure of public scholarship. The contents include: "Foreword" (Deborah Witte); (1) "Public Scholarship: The Dissemination of Knowledge" (Jean Cameron) which maintains the public has claims on higher education as a creator and disseminator of knowledge; (2) "Daring to Be Unprofessional" (David W. Brown) which suggests the professional ethos is often at odds with the needs of students and other realities on campus; (3) "Towards an Ethic of Academic Discourse, Or, Why Do Professors Talk the Way They Do?" (Bennett Ramsey) which considers the need to balance academic
research and academic accessibility; (4) "Pedagogical and Civic Response-Abilities" (Stephen M. Johnson) which examines open-ended learning and multicultural classrooms; (5) "An Agenda for Involving Faculty in Service" (Deborah Hirsch) which proposes service learning as a form of faculty professional service; (6) "The Promise and the Flaws of Public Scholarship" (Alan Wolfe) which presents public scholarship as an obligation to share knowledge; (7) "Public Scholars: In Search of a Usable Present--A Reply to Alan Wolfe" (Jay Rosen) which stresses the need to disseminate knowledge and create it in a group fashion; (8) "Public Scholarship and the Land-Grant Idea" (Scott J. Peters) which notes the legacy of partnership between university and community; (9) "Civic Education in a New Key" (Bernard Murchland) which urges the centrality of educating for a healthy civic society; (10) "Public Deliberation: A Resurgence of Scholarly Interest" (Dennis Gilbert) which notes that public deliberation strengthens the legitimacy of public institutions; and (11) "The Public and the Academy" (David Mathews) which offers a broad look at the relationship between institutions of higher education and the civic realm. (Papers contain references.) (JLS)


Educators in the late 1960s and early 1970s found that 8 mm film loop cartridges encouraged learning techniques such as self-tutorials, individualized instruction, and small-group participation. The single concept approach used in the production of most 8 mm cartridges contributed to alternative learning strategies in these settings. The simplicity of the equipment, its portability, indestructibility, and low cost added to its popularity. Standard and Super 8 mm film loops and cartridge projectors were compared to books in terms of accessibility and were a strong promoter of visual communication. For all this, however, they remained only a short time on the educational scene. Lack of standardization and versatility, plus a number of economic and social issues, translated into early extinction for this non-print medium. For example, an analysis of gender in 68 film loops revealed that it was possible to find a male in a "feminine" role or in a more neutral role; however, while women, too, were portrayed in gendered roles as well as in neutral roles, no women were found in subject areas seen as masculine. These perceptions reflect the times in which the film loops were created and produced: an era in which the gender gap was only beginning to decline. Regardless of their short life span, the existence of the 8 mm film loops on the audiovisual scene makes them a part of educational technology history. (Contains 40 references.) (AEF)


A survey of elementary, middle/junior high, and high school principals in
central Appalachia examined their use of e-mail and factors influencing that use. The survey was sent to a stratified random sample of 620 principals in Kentucky, Tennessee, Virginia, and West Virginia; 375 usable responses were received. Respondents provided data on demographics, accessibility to hardware and software, experience and training on computers and e-mail, uses of e-mail, and factors influencing their use or non-use of e-mail. E-mail was used by 59.7 percent of respondents. Predictors of e-mail usage were previous computer experience, accessibility to resources, and training. There were no differences between users and non-users with respect to gender, age, highest degree earned, or total years of educational experience. Use of e-mail by superiors, fellow principals, or teachers, and keyboarding skills were not indicators of e-mail usage. Principals used e-mail primarily for administrative tasks and secondarily for accessing and retrieving information. The primary methods for training in computer and e-mail skills were self-teaching, local courses, conferences or workshops, spouses or friends, colleagues, and on-site consultants. E-mail users had hardware and software resources, training, support, and encouragement to use e-mail. Non-users were uncomfortable with the technology. Principals must be role models for the use of technology. E-mail has the potential to break down barriers of geographic isolation and instill a sense of community. If future educational leaders are to meet the challenges of an information age, colleges must provide instruction in the use of computers and e-mail. Contains 92 references and the survey questionnaire. (TD)


Since the Americans with Disabilities Act (ADA) Title II applies to schools, each school district should have a coordinator to develop an action plan covering the school system. Requirements fall into four areas: general nondiscrimination, equally effective communication, program accessibility, and employment. Compliance with the law is the responsibility of the administration and the coordinator, but all staff can be involved. The major goal is to provide access to the school and programs to all students and school visitors regardless of their disability. All buildings do not have to be accessible, but all programs, course offerings, cafeteria, hallways, lavatories, phones, and anything open to the persons in the facility must be. ADA requires a self-evaluation of the school to see what problems must be addressed. Examples of school projects incorporating ADA content include the following: students in an architectural class selected a part of the school facility and did a study to determine its accessibility; a tech prep class viewed a playscape to see how it is accessible to all children. Connections with other curriculum areas include the following: discussion of civil rights and law enforcement in social studies; learning about diseases and disabilities in health; and ramp design in mathematics and science. Technology education offers opportunities for students with
disabilities to learn self-reliance. Teachers can avoid incorrect, stereotypical, demeaning, or insensitive terms and use proper language when talking to a person with a disability. (Contains 20 references.) (YLB)

This booklet, developed by parents of children with developmental disabilities, is intended to help policy makers understand major parental concerns about raising a child with a disability. The specific issues addressed are: (1) the special needs of families with a disabled child; (2) the right to community integration; (3) the continuing difficulties in obtaining appropriate care; (4) the continuing difficulty of obtaining an appropriate public education in the least restricted educational environment, as required by law; (5) the need for better integration of available services; (6) the continuing obstacles despite accessibility requirements under the law; (7) special medical care problems; (8) the continuing problems with employers despite relief offered by the Family and Medical Leave Act of 1993; (9) finances, a constant source of stress to these families; (10) the continuing lack of accessible transportation services; and (11) the future, the dream of a future where every child is happy, loved, and successful. Each section contains factual information about the issue, an analysis of how families are typically affected, and quotations by family members describing their specific experiences. The booklet concludes with suggestions for both policymakers and parents. (DB)

Provides information about the World Wide Web. Accessibility of the web; Description of the web; Stage of development of the web and Internet application.

In response to demands to incorporate distance delivery and technology into education to increase access and decrease costs, Mount Royal College in Alberta, Canada, has developed a multi-modal model of distance delivery to enhance learning. The model includes eight modes of distance instruction, each with its benefits and challenges to implementation. Paper-based distance education material is flexible, inexpensive to produce, and user friendly, but dependence on surface mail for distribution can be expensive and complex. Audio and videotapes are also produced and purchased by the college, while these methods also face problems related to delayed booking by students, slow surface mail, and late returns. Audio-teleconferencing represents a highly effective method of increasing interaction among learners and instructors, but may
involve high long distance charges for telephone lines, while video-conferencing also increases interaction but may also be limited by high costs. Telephone teaching involves student-teacher interaction on a one-to-one personal level, with specific instructor hours devoted to telephone contact. Digital technology eliminates surface mail and increases accessibility for some students but also requires experts and student access to the technology. In implementing these innovative programs, college leaders have had to manage daily operations, as well as understand the impact of innovations on programs. Leaders have also been called upon to act as pioneers, problem-solvers, consultants, cheerleaders, role models, mentors, and coaches. (TGI)

This technology information packet includes information about the technical aspects of access to technology, legal obligations concerning technology and individuals with disabilities, and a list of resources for further information and assistance. A question and answer section addresses: barriers to educational technology for students with disabilities; how product access for students with disabilities can be delivered; the benefits of access features for typical students; a school's legal responsibilities to provide accessible technology for students with disabilities; a school's legal responsibility to provide accessible technology for employees with disabilities; the state's responsibilities as a recipient of funds made available under the Technology Related Assistance for Individuals with Disabilities Act; how a school knows if educational technology products are fully accessible; and how a school can implement accessibility considerations when purchasing technology. A checklist is provided of access considerations in technology purchases, along with an explanation of computer hardware and software features that affect access for individuals with disabilities. A list of books and newsletters on assistive technology is included. The information packet also includes the U.S. Department of Education's minimum accessibility requirements that software applications must meet in order to be used by all Department employees and customers. (CR)

The non-traditional student, or adult learner, is making up the new majority in secondary education, creating several implications for community colleges. The average non-traditional student is an adult, age 25 or older, who has returned to school either full-time or part-time. The student must balance school with employment, family, and financial commitments, placing them "at risk," and leaving no time for extracurricular campus activities. The student generally has better grades than younger students, but takes longer to complete their studies. Active approaches to learning are most effective. The non-traditional student needs improvement of
basic academic skills, information about job opportunities, decision-making and stress management skills, and identification of individual strengths and abilities. The key to the persistence of non-traditional students is social integration, fostered by faculty members, and creating a sense of kinship. Improved registration, parking, financial aid, networking, accessibility, and information services would be of great benefit. Increased enrollment due to welfare reform and technological advancement is expected, with many of the students being non-traditional. Community colleges must develop a system of efficient and up-to-date training to meet these students' needs. Contains 11 references. (YKH)

A study explored the issue of fiscal agency and its relationship to planning and implementing school-to-work (STW) systems to inform stakeholders in Arizona's emerging STW system about other states' experiences. A review of the STW Internet Gateway yielded a subset of states based on factors such as their history in implementing STW and similarities to Arizona. Interviews were conducted via telephone, fax, or e-mail with 61 individuals in 20 states. Participants were asked to relate their experiences with and as fiscal agents, how fiscal agents were chosen, and strengths and weaknesses of a particular type of fiscal agency. STW partnerships used four types of fiscal agents: educational institutions; training institutions; business and labor organizations; and "other" organizations. Effective fiscal agents had the following characteristics: existing mechanisms/structures, neutrality, experience in federal grant management, skill in fostering involvement, philosophy, and accessibility/central location. Educational institutions offered the advantages of being accustomed to handing federal monies and familiar with state-level policies and procedures. A major drawback was that their use contributed to "turf" issues. The other three types had geographic and size advantages, were able to coordinate function in multiple school districts, and were able to handle workload and manage cash flow. A disadvantage was a lack of knowledge regarding how schools operate. (YLB)

Presenting the author's views on computers. Applications in education; Concerns on the downloading of information and information accessibility from the World Wide Web information retrieval system; Health issues associated with computer use.

This report presents the guidelines for site evaluation and approval as
mandated by the state of Georgia. This guide may be used by the School Site Approval Committee when making school site evaluations for official approval, and also may be used by local school systems as they make preliminary determinations regarding the acceptability of school sites. The guide: (1) examines size requirements and provides minimum acreage requirements for elementary schools, middle schools, and high schools; (2) describes the importance of utilities in a modern school plant and urges committees to make every effort to ensure access to public water and sewage services; (3) highlights safety hazards as a real concern and maintains that school sites should not be traversed by high-tension lines, high-pressure oil or gas lines, railroads, or other potential hazards; and (4) addresses the influence of environmental factors on student education and recommends school locations be insulated from business and industrial development. It is also suggested that although the site should possess physically desirable characteristics, it should provide convenient accessibility and be appropriately located with respect to other schools. (RJM)

Reports on developments meant to enhance the accessibility of the World Wide Web for the visually impaired. A plan announced in April 1997 by the World Wide Web Consortium, called the Web Accessibility Initiative; Guidelines and technologies; Calls for more tools and education of site developers.

This book addresses the subject of learning mathematics with an understanding that shares a consensus about the essential features of classrooms for understanding mathematics. By describing the essential features of classrooms that support students’ mathematical understanding and by providing pictures of several classrooms that exhibit these features, it provides a framework within which teachers can reflect on their own practices and think again about what it means to teach for understanding. Chapters include: (1) "Introducing the Critical Features of Classrooms"; (2) "The Nature of Classroom Tasks"; (3) "The Role of the Teacher"; (4) "The Social Culture of the Classroom"; (5) "Mathematical Tools as Learning Supports"; (6) "Equity and Accessibility"; (7) "A Day in the Life of One Cognitively Guided Instruction Classroom"; (8) "A Day in the Life of a Conceptually Based Instruction Classroom"; (9) "Student Talk in a Problem-Centered Classroom"; (10) "Snapshots across Two Years in the Life of an Urban Latino Classroom"; and (11) "Revisiting the Critical Features of Classrooms." Contains 98 references. (JRH)

Huang, J. (1997). Distance Education: A Key Strategy for Lifelong Learning in
Chinese Taipei. Taiwan: 16.
Through further implementation of distance education, Chinese Taipei may both continue and increase its economic development. The benefits of lifelong learning have been demonstrated in the past 30 years by the economic growth and labor force skills development in Chinese Taipei. The founding of the National Open University, in 1986, with its increased diversity and flexibility, has played a key role in this growth. Since its founding, the University has enhanced access to high quality education, developed degree granting programs, and increased its number of academic departments. Participation rates have been high, with the majority of students being women, older adults, and non-business sector workers. Public support has also been high, with the greatest demand among women, senior citizens, the handicapped, and rural inhabitants. This increased demand has resulted in new, beneficial educational policies. In efforts to increase accessibility, the Open University has eliminated its entrance exam requirement, and additional universities are being established in Taipei and Kaohsiung. Competition from these new universities, as well as from traditional universities, will result in improvements in student services. In order for success, however, distance learning must incorporate more effective, adult-based delivery and evaluation tools. Hopefully, greater acceptance for distance learning from employers will be achieved as graduates demonstrate success in all walks of life. (YKH)

A wealth of African-American resources have remained "hidden resources," even as interest in and need for these rare documents has risen. Digitizing collections would make these materials available through the Internet and World Wide Web. Many of these materials reside in historically black institutions which oftentimes lack the resources to transform them to digital modes. The paper identifies institutions that have made efforts to preserve African-American collections, and describes problems associated with digitizing African-American collections held at many academic institutions. Possible solutions to the demand for the latest technology within the constraints of a library’s budget include: make critical decisions early in the developmental process; keep the technology simple; seek grants for funding; and begin with digitizing only a limited subset of materials. The digital system has arrived in the academic library; it will remain and evolve there, and it will provide new means of retrieving lost, strayed, and forgotten materials from the African-American experience. Problems associated with access will not disappear, interwoven as they are with copyrights, networking between institutions, and the fact that no regular, formal educational program will automatically produce the specialists needed in the field of these materials. (SWC)
A survey conducted in the fall of 1996 shows that a majority of community colleges have the following technological amenities: campus computer labs, Internet connectivity, campus computer networks, increased funding for instructional technology, and separate instructional systems departments. The Community College Computer Survey was sent to nearly 1,300 community colleges, and consisted of 7 sections covering network and Internet connectivity, networks and mainframes, computer access and lab usage, computing services, software availability, personnel in instructional technology offices, and funding/institutional planning for computer services. Graphs and charts illustrate responses to the survey, as well as student-to-computer ratios, computer distribution, accessibility, and operation hours for different community colleges. (Contains 10 tables and 18 graphs.) (AS)

Based on a literature review of factors that affect the provision of learning opportunities for adults and the experiences of Singapore’s Institute of Technical Education (ITE), this paper proposes an empirical framework for developing and implementing lifelong learning systems. Following an introduction, the theoretical foundation for the framework is discussed, indicating that it takes into account environmental factors affecting education and the characteristics of adult learners. Ten strategies for developing lifelong learning programs are then presented, addressing the following three areas: (1) environmental factors, including maintaining an active partnership between government, employers, and unions and developing effective evaluation systems; (2) adult learners’ extrinsic motivating factors, stressing the importance of program accessibility and affordability, properly trained teachers, relevance to the workplace, and financial incentives; and (3) adult learners’ intrinsic motivating factors, including ensuring program accreditation, providing avenues for progression, and promoting the benefits of the program. Finally, outcomes for these 10 ten strategies are presented based on an evaluation of their application in 3 ITE training programs: Basic Education for Skills Training, Modular Skills Training, and the Certified On-the-Job Training Centre. This section indicates that the government-employer-union partnership, program affordability, accessibility, and accreditation were key strategies in all three programs. Contains 24 references. (BCY)

This booklet is designed to provide educational administrators and
planners with an easy guide to understanding the constantly evolving elements of school technology. The booklet presents a comprehensive overview of modern information systems in schools and how they can enhance the students' learning environment. Seven sections address a variety of topics, including: a basic discussion of computer networks and technology in schools; a description of computer networking with suggestions for infrastructure selection and wiring; computer hardware; concerns regarding the selection, purchase; upgrading and maintenance of computers Internet accessibility, as well as security issues and educational opportunities available on the World Wide Web; integrated communications systems within a school; and design issues, such as electrical wiring and the classroom layout. A short glossary of technological terms is included. (Contains five line drawings and five references.) (CMD)

Organized around eight institutional standards, this report describes outcomes of a self-study conducted at California's Los Angeles City College (LACC) between 1994 and 1997. Introductory materials present a summary of outcomes for each standard, a description of the self-study process, lists of committee members, descriptions of survey methodologies used to collect data on each standard, a timeline of the self-study process, background information on the college, data on the demographics of LACC’s service area, and descriptions of LACC responses to recommendations from a 1991 accreditation visit. The remaining sections detail outcomes from the self-study for the following eight standards: (1) institutional integrity, purposes, planning, and effectiveness; (2) educational programs, including curriculum planning and evaluation, general education, articulation, and community education and services; (3) student services and the co-curricular learning environment, including admissions and records and counseling services; (4) faculty and staff, including selection, qualifications, evaluation, and staff development; (5) library and learning resources, including resource development, accessibility, and information technology; (6) physical resources, including facilities, equipment, and facilities planning; (7) financial resources, including financial stability, planning, and management; and (8) governance and administration, including the governing board, the chief executive officer, administrative services, faculty, support staff, and students. Appendixes provide selected tables and graphs from a student satisfaction inventory and a selected report from the Faculty, Staff, and Administration Accreditation Survey. (HAA)

This paper looks at the process of assessment of a computer-enhanced
classroom experience during the implementation phase. It utilizes an assessment model based on Rathbun and Goodrum (1994) that suggests multi-methods of data collection. The use of triangulation to answer a research question fits into the proposed multi-method design. This paper reports how assessment was used to measure the effectiveness of the implementation of a multimedia application for use in support of a traditional classroom. The Living Textbook was developed to support a senior level management class in a Recreation and Park Administration program. The instructor identified four instructional goals of the multimedia program. Triangulation techniques included group observations, individual student observations, data based and open ended surveys, and debriefing of instructors. The results suggest that usability/accessibility were essential precursors to students developing receptivity to the multimedia program. When receptivity was achieved, students valued the program as a contributor to their base of knowledge about the real work world. The use of student workbooks, which allowed opportunities for learning by doing, and in-class discussions in small groups were strongly linked to valuing The Living Textbook. (Contains 10 references.)


Though each community college has its own unique identity based on location, they all share the common commitments to (1) a comprehensive educational program; (2) teaching; (3) lifelong learning; (4) serving its community as a community-based educational institution; (5) workforce training and re-training for business and industry; and (6) open, accessible, equitable admissions for all students. These goals are achieved through the implementation of programs such as the Baccalaureate Transfer Program, Career Education Program, Work Force Training Program, Adult and Continuing Education Program, and the International Education Program. The impact of the United States community college continues to rise due to its wide accessibility and its provision of valuable services such as work force training. Support for community colleges continues to increase, with an even greater expansion expected into the 21st century, affirming their roles as leaders of higher education. They will play key roles in this high technology era as major drivers on the nation's information highway. One major concern, however, is the lack of financial resources to meet the challenges for the future. The State of Illinois Community College System has developed a strategic plan for a successful future. With plans such as these, American community colleges are ready to continue to meet future challenges and serve their communities. (YKH)

This report discusses the current nature, extent, and outcomes of accommodations for adults with disabilities in adult education programs. Information was gathered through a national survey of adult education programs, statewide interviews of adult education instructors, statewide interviews of adult learners with disabilities, literature reviews, panel meetings with adult education learners and adult educators, and meetings with experts in adult education, occupational therapy, disability rights, and other related fields. The report includes information on: (1) the rationale for accommodations; (2) the definition of accommodations; (3) entitlement to accommodations; (4) the nature of accommodations (includes a taxonomy of accommodations); (5) application of accommodations (discusses program accessibility/facility accommodations, auxiliary aids and services/communication accommodations, and modifications to policies, practices, and procedures); and (6) the outcomes of accommodations. Research results find that the majority of adult educators expressed a willingness to provide accommodations to adult learners with disabilities. Findings also indicated that many programs are already providing accommodations such as extra time, large print, and more structured assignments. However, respondents also cited a lack of resources, including informational resources on accommodations and legal issues, and time limits of staff, as barriers to providing effective accommodations to their students. (Contains 43 references.) (CR)


In 1937, the Michigan Library Association recommended to the Legislature that state funding be provided to public libraries and that a state board for libraries be appointed. In 1965, Public Act 286 established 24 library systems whose membership comprised approximately one-third of the public libraries in the state. Under Public Act 89 of 1977, Michigan library cooperatives were formed for the purpose of assisting the member public libraries in the delivery of library services. In 1982, PA540 transferred the State Library to the Legislative Branch of state government and renamed it the Library of Michigan. Today, the Library of Michigan continues to administer state aid under PA 89, 1977 and the Guidelines which establish minimum standards for staffing, accessibility and local funding for public libraries seeking state aid, as well as standards of education and experience for directors of library cooperatives and county libraries receiving grants. Following the State Aid to Public Libraries Act, Act 89 of 1977, State Aid Guidelines are outlined and include the following categories: cooperative guidelines, public library guidelines, and guidelines for school district public libraries. A chart summarizing the historical distribution of state aid appears at the end of this publication, along with a table detailing state aid payments under PA 89, 1977 and a pie chart illustrating funding of public libraries in Michigan, 1996. (AEF)
Materials included in this annotated bibliography cover topics related to child care and children with special health needs. Included are 68 resources that address: (1) the Americans with Disabilities Act and implications for child care; (2) nutrition of children with special health needs specific to the child care setting; (3) materials for parents in choosing child care for their special needs child; (4) national health and safety guidelines for out-of-home child care programs; (5) integration of children with a disability in child care settings; (6) caring for children with HIV or AIDS in child care; (7) infection control; (8) marketing child care programs; (9) accessibility standards for children's environments; and (10) training of day care providers. (CR)

The Internet Based Distance Learning (IBDL) classes provided in Wyoming's Casper College have the potential to benefit all involved. The "Cyber Semester," which began in the spring of 1997, consisted of four typical freshman classes (Physical Geography, Precalculus Algebra, English Composition I, and Political Science) that were offered entirely on the Internet. Wyoming politicians expected it to save money, the college administration expected greater educational access, and the faculty expected ground breaking teaching innovations. Enrollment far surpassed expectation. The average IBDL student was a 29 year old female computer owner in her second year of college. Other groups included high school and college juniors and seniors, as well as those nearing completion of a Bachelor’s program. Surveys were conducted to reveal the students' expectations and experiences with the program, as compared to traditional classes. Findings indicated that: (1) students had to do more work than was expected; (2) students felt that they had learned more; (3) the cost of the program met expectation; (4) convenience was slightly lower than expected; (5) average computer knowledge was required; and (6) accessibility and convenience were main reasons for participation. IBDL classes are not intended to save money by having one instructor serve hundreds of students, because they provide accessible one-on-one interaction through the Internet. (YKH)

This study presents the results of the 30th annual inventory and utilization study of space at North Carolina institutions of higher education for the
1996 fall semester. Text and 26 tables present data for 113 institutions, including the 16 public senior institutions which comprise the University of North Carolina (UNC), 39 private nonprofit colleges and universities, and 58 public two-year institutions, as well as the UNC hospitals at Chapel Hill. All proprietary institutions, as well as two Bible colleges and a theological seminary, are omitted. The study is organized in four sections: (1) utilization of instructional space, which includes ratios, percentages and indices that relate the amount of instructional activity to various categories of campus space; (2) interior space characteristics, which describes campus space by the uses and programs to which it is assigned; (3) building characteristics, which cover elements such as building age, condition and replacement cost; and (4) accessibility of facilities to mobility impaired individuals, both for program accessibility and facilities use. An institutional index is appended. (Contains 10 references).

O Fatheigh, M. (1997). Universities, Partnership and the Promotion of Social Inclusion: Some Issues and Developments in Ireland. Ireland: 17. University College Cork (UCC) and excluded/disadvantaged communities on Cork's Northside undertook a partnership project. The partnership process exposed real divisions and differences among the partners and stakeholders on the link between participation and partnership and on the continuum of issues ranging from the more traditionalist model of dependency-creating courses to community-empowerment development programs. The model of traditional university adult education provision and assumptions that underpinned the mode of delivery and organization were in contrast to the "lived experiences" and needs of the disadvantaged/excluded community sectors on Cork's Northside. McGivney's six-stage process of access facilitation was integrated into UCC practical community projects. The Northside Education Initiative focused on social inclusion and educational intervention based on social commitment; accessibility to all community members; opportunities for full and open participation in the intervention; and attention to the best conditions for learning to occur. Positive aspects of the socio-educational partnership were development of a cohort of adult role models in an excluded community; progressive ladder of accreditation; full partnership in program design and implementation; participative methodology; build on/with existing foundations in the community; provision of a wide range of services; share ownership of learning; and build high trust. (Contains 12 references.)


A national forum was conducted in September 1997 to obtain the views of former and current students in adult literacy education programs about
challenges they faced and ways to facilitate success for future students. The thoughts of 57 literacy delegates from 44 states were elicited on 4 topics: participants' hopes and expectations; accessibility and support services in adult education programs; program structure of adult education programs; and factors influencing persistence and retention. Some of the perceptions of the delegates were the following: (1) many entered literacy education programs for employment reasons, others were concerned about their children and wanted to break the cycle of illiteracy, and still others wanted to empower themselves and plan for the future; (2) recognizing the critical difference education has made in their lives, literacy delegates indicated they are committed to sharing their knowledge and helping others to enroll in the programs; (3) literacy delegates learned about programs through public awareness campaigns and through friends and acquaintances; (4) participants enjoyed learning subjects that were relevant in their daily lives, using teaching materials designed for adults, and learning with peers; (5) participants identified barriers to success as motivational issues, transportation, childcare needs, scheduling conflicts, and financial burdens, whereas personal support systems were important to success. Participants made recommendations based on their observations for adult literacy program improvement. (KC)

Padolina, M. C. D. (1997). Use (and Misuse) of Technology in Distance Education. Philippines: 12.

First-generation Distance Education (DE) was characterized by the use of a single technology (correspondence instruction) and lack of direct interaction between students and teachers. In second-generation DE, integrated multiple media permitted two-way communication between students and tutors, but not between students and the originators of learning materials. Thanks to technological advances, students in third-generation DE programs can engage in direct two-way communication with the teachers originating the instruction and, in many cases, they can also communicate directly with other students. The five most important media in education are as follows: human media, text or print (including still graphics), audio, television, and computing. All five media may be used in various one- and two-way technology applications in DE. When deciding which media and technologies to combine, DE program providers must consider the following issues: each technology’s accessibility for learners and flexibility for the target group; each technology’s cost structure and per-learner cost; the best technologies for supporting the types of learning and instructional approaches required; organizational requirements and barriers to be removed; each technology’s novelty; and the speed with which courses using each technology can be mounted and revised. Widening access to education is the main consideration when selecting technology for DE. (MN)

Vermont: 7.

Necessary conditions for successful integration of computers and other media into education include accessibility of hardware and software, opportunities for training and familiarization, and positive ideology. If these conditions are met, the result will be the development of demand on the part of faculty, pressure for more efficient systems and better utilization, along with innovative applications. This analysis was applied by a professor at Vermont College of Norwich University in order to understand the resistance of faculty to adoption of even simple applications for academic purposes, and to the construction of an approach for changing that. In April 1996, this professor of Graduate Studies communicated by e-mail with 15 different students. Eleven students sent at least one message, and 14 received messages from the professor. Two distinct kinds of messages were distinguished: facilitative and academic. Facilitative messages include those concerned with arrangements for meetings and conference calls, the submission of study plans, evaluations and other tasks. In the academic messages, students asked questions of substance about resources, formats and organization for written work, and developing insights and points of view; critiques of writing, encouragement, and suggestions about relevant experiences are typically offered. Examples of each type of message are provided. (AEF)


In Spring 1997, Maui Community College (MCC), in Hawaii, conducted a survey of Maui businesses to determine perceived needs for a certificate or associate degree program in sustainable technologies. Questionnaires were mailed to 500 businesses, including building, electrical, and plumbing contractors, architects, waste disposal, power generators, agricultural concerns, automotive repairers, and hotels. They sought information on the anticipated level and configuration of job openings within the next 5 years; types of inservice training, wages, and class scheduling accessibility. Study findings, based on 54 completed questionnaires, included the following: (1) the projected need for hiring new employees with sustainable technologies skills is about 22.8 per year over the next 5 years (totaling 114 hires); (2) three sectors, electrical contractors, plumbing, and hotels, will generate most of the jobs; (3) the starting wage for sustainable technologies hires was considerably above minimum wage, at least $8 per hour, with half of the companies promising $15 or more per hour; (4) inservice demand was high; (5) the best time for classes is evenings. The study concluded that there is a need for a sustainable technologies program with a capacity for training 16-20 students per year. The cover letter, survey instrument, and employer comments are attached. (ECF)

In 1995, the Lexington County, South Carolina School District 2 began implementing their "Technology Task Force Position Statement" for effectively incorporating technology into the curriculum. This transformed Springdale Elementary School's computer ownership from a few Apple II-E computers for the entire school to one with as many as four Pentium (TM) multimedia personal computers equipped with Internet access and color inkjet printer per class. Implementation began with the philosophy: (1) technology should support district educational goals, (2) technology should provide a platform for student access and advancement in curricular areas, (3) students, faculty members and staff should communicate effectively with each other and enhance information accessibility, (4) the appropriate use of technology should become an integral part of the curriculum, (5) schools should prepare students for the 'world of work' that is driven by technology, and (6) minimum technology standards should be developed for all district schools. This paper describes the roles of managing and implementing this technology change as played by principal, vice principal, media specialist, teachers and students. Also outlines how parents and the community can benefit from the implementation and integration of technology. Basic objectives and principles for effective technology implementation are listed in the conclusion. (AEF)


This annual report highlights many recent achievements in the Educational Resources Information Center (ERIC) system. The ERIC system encompasses the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses, several adjunct clearinghouses, and three supporting service components. ERIC is sponsored by the United States Department of Education, Office of Educational Research and Improvement, and is administered by the National Library of Education. For 30 years, ERIC has been an important component of the national education dissemination system, ensuring that education information reaches those who need it. The ERIC database now contains more than 920,000 records of education documents and journal articles, including abstracts of more than 6,000 published books. ERIC is accessible from virtually anywhere in the world. In 1996, ERIC distributed more than 1.4 million copies of their publications. ERIC works cooperatively with other organizations to reduce duplication of efforts and ensure cost-effective service. More than 500,000 copies of ERIC-produced publications were distributed by other organizations in 1996. Highlights, with illustrations, include an overview of the ERIC Database, user services, and ERIC publications and products; accessibility; ERIC Clearinghouses' 1996 Bestsellers; electronic
This report presents an analysis in text and tables of performance on the 1995 and 1996 General Certificate of Secondary Education (GCSE) examinations by students who attended special educational schools in England. The main conclusions were: (1) nearly 70 percent of English special schools who have students at Year 11 (15 to 16 years old) had no students taking the GCSE examinations in 1996; (2) only 4 percent of Year 11 students in special schools achieved 5 or more A to G grades on the GCSE, compared with 87 percent of students in mainstream schools; (3) given the diverse population in special schools, success in examinations would be expected to be higher; and (4) results suggest that special schools are not providing adequate curriculum support for the wide range of students they are teaching in Year 11. Results also support the inclusion of students with disabilities in mainstream secondary schools through increasing accessibility to buildings and curriculum. Appendices detail school performance by local education agency and school.

The materials compiled into this information package focus on women and girls with disabilities and the specific issues they face in society. Part 1 contains the overview article "Obstacles to Equality: The Double Discrimination of Women with Disabilities" (Rannveig Traustadottir), which reviews the existing literature on women with disabilities and compares how women with disabilities fare in the traditional female sphere of reproduction and nurturing, education, and employment as compared to women without disabilities and men with disabilities. Part 2 is an annotated listing of resources written by and/or about women and girls with disabilities. Subjects in this section include general issues, life histories, education, employment and rehabilitation, health issues, women and care, motherhood and reproductive rights, sexuality, sexual abuse, and fiction. Part 3 provides information on teaching materials about women and girls with disabilities. This part also lists other practical materials, such as a manual for accessibility. Part 4 provides information about support groups for women and girls with disabilities and how to start networking projects. This section also contains information about women's periodicals and organizations which include women with disabilities. Part 5 provides information about women and disability that is available on the Internet.
Turner, P. D. (1997). Secondary Analysis of Qualitative Data. Nebraska: 32. The reanalysis of data to answer the original research question with better statistical techniques or to answer new questions with old data is not uncommon in quantitative studies. Meta analysis and research synthesizes have increased with the increase in research using similar statistical analyses, refinements of analytical techniques, and the advent of computerized literature searches. No analogous definition of secondary data analysis from a qualitative point of view has been proposed, but the primary component would include analysis by a researcher removed from the process to continue the original analysis to address different questions or to use different methods to address the original research question. Discussion is just beginning about the possibilities of secondary analysis of qualitative data. A typology of secondary analysis of qualitative data is proposed that includes secondary analysis, meta-analysis, and collaboration for qualitative inquiry. A classification of models for research synthesis for qualitative study can be conceived of as a series of cells that embody the time of the analysis, reanalysis, and the data set or sets. Because qualitative analysis is very time intensive, considerable savings might be realized with reanalysis of existing data sets. Issues involved in the accessibility of research, its validation, and the education of researchers are discussed, as are concerns about the limitations of reanalysis of qualitative studies. (Contains 2 tables, 4 figures, 4 charts, and 62 references.) (SLD)


This proceedings presents 19 papers delivered a National Developmental Conference on Individual Events, addressing individual events, Lincoln-Douglas debate, and parliamentary debate. After presenting the conference schedule, the list of attendees, and resolutions, papers in the proceedings are: "The Ghostwriter, The Laissez-Faire Coach, and the Forensic Professional: Negotiating the Overcoaching vs. Undercoaching Dilemma in Original Contest Speeches" (James J. Kimble); "Professionalism and Forensics: A Matter of Choice" (Larry Schnoor and Bryant K. Alexander); "Creating Space for the Physically Challenged Competitor in Individual Events" (David L. Kosloski); "Creating an Individual Events Judging Philosophy" (Jeff Przybylo); "Challenging the Conventions of Oral Interpretation" (Chris S. Aspdal); "Returning to Our Roots: A New Direction for Oral Interpretation" (Trischa Knapp); "Developing Functional Standards as a means to Greater Accessibility in NFA-LD" (John M. Devine); "Maintaining the Status Quo: Recommendations for Preserving Public Argument in Parliamentary Debate" (Steven L. Johnson); "Forensics Fellows: Integrating Faculty
Participation into Intercollegiate Parliamentary Debate Programs" (Lewis E. Rutledge); "Presumption in Parliamentary Debate: Examining Whately's Ideas and Their Application to an Emerging and Evolving Debate Style" (Tammy Duvanel Unruh); "Forensics Education and Tournament Management" (Joel Hefling); "Equal Opportunity?: The Impact of Specialized Tournaments on Forensics Pedagogy, Forensics Professionals, and the Forensic Laboratory" (Scott Jensen); "Judge Agreement and Student Rotation: A Real-Life Study of the 1990 DSR-TKA National Forensics Tournament" (Vicki L. Karns); "AFA-NIET: The Culture of Qualifying and Its Effects on Forensics" (Daniel A. West); "Teaching and Coaching Individuals: The Use of Learning Styles in Forensics Coaching" (Thomas Bartl); "Solving for a Healthy Future: Creating National Standards for Training Future Directors of Forensics" (Thomas A. Workman); "New Directions for Public Speaking: The Perfect Pendulum Swings" (M'Liss S. Hindman); "Fisher's Narrative Paradigm Theory: A Model for Differentiating After Dinner Speaking from Informative and Persuasive Speaking" (C. Thomas Preston, Jr.); and "If It's Problem-Cause-Solution This Must Be Persuasive Speaking: Are We Short-changing the Art of Persuasion?" (Shawnalee A. Whitney). (RS)

This manual identifies the essential design elements of modern, high quality learning environments and includes discussions on facility programming, management, utilization, evaluation, and planning for future technology. Classrooms examined include general purpose classrooms, lecture halls, seminar rooms, and specialized classrooms such as distance education and interactive video classrooms. Separate guidelines are presented for each classroom type. The manual also explores the use of technology in classrooms, discusses a team planning approach to programming for classroom design, offers advice on equipment security and on meeting accessibility regulations, and provides practical applications for surveying classrooms using illustrative checklists. Appendices contain designing issues involving accessibility under the Americans with Disabilities Act; regulations, codes, and compliance agencies; a bibliography of books and articles on classroom design; a list of professional organizations involved in facility design; the authors' biographies; and photos of sample classroom designs. (GR)

This instructional resource provides classroom teachers with information for working successfully with all students by incorporating management tools and strategies to ensure students' success as they move from school to work. The guide is organized in five parts. Part I, Strategies for Learning and Teaching, covers these topics: learning styles, assessment, teaching
styles, modifications and accommodations, motivation, and behavior and classroom management. Part II, Strategies for Collaboration, suggests methods for successful collaboration with parents, families, businesses, and the community. It also provides steps for solving cooperation problems. Part III, School to Career Transition, covers the role of vocational education teachers in preparing students for careers and making the transition from school to work. Part IV, Special Needs Populations, defines the various groups of special needs students, describes national legislation on educational accessibility for special needs persons, and suggests physical modifications, assistive technology, and workplace accommodations. Part V, Resources, contains the following: a glossary of 79 terms; a list of 38 acronyms; a list of 75 related references and 26 videotapes; a professional resource directory listing 47 organizations; and a bibliography containing 57 entries. Appendixes include sample forms and "bright ideas" from teachers dealing with special needs vocational education students. (KC)


Australia's first national strategy for vocational education and training (VET), "Towards a Skilled Australia," was formulated in 1994. Within the theme of improved accessibility, the strategy identifies the following groups as disadvantaged in VET: women, Aboriginal and Torres Strait Islander people, disabled people, people of a non-English speaking background, people in remote and rural areas, people without adequate English language and literacy levels, and unemployed people. It was determined that the national strategy would be redeveloped in 1996 to allow for developments in VET and the following issues: progress to date in access and equity; emerging issues and populations; key features of the national VET system; existing VET planning processes; standards and curriculum; delivery; information and communication; student support; cultural shifts; successful ventures; and future strategies. Fifty questions pertaining to these issues have been identified that will be considered at Australia-wide consultations designed to refine those provisions of Australia's national strategy for VET that are related to access and equity and improve access and equity for those groups identified as educationally disadvantaged. (Appended are key findings of a baseline VET participation analysis and a summary of progress on relevant measures contained in Australia's 1994 national strategy.) (MN)


In 1995, efforts to develop Australia's vocational education and training (VET) system focused on implementing Australia's first national strategy
for VET, Towards a Skilled Australia. All stakeholders in VET worked to advance Australia’s national strategy for VET, which revolved around the following four themes: responsiveness (maximizing diversity, choice, and cooperation among public, private, and industrial training partners); quality (supporting high standards); accessibility (enabling all Australians who want/need training to get it); and efficiency (emphasizing value for money/accountability and streamlining administrative arrangements). After a major review of VET, a package of measures was developed to achieve a more flexible VET system with more emphasis on the relationship between training providers and clients. Among the areas in which major initiatives were undertaken or completed in 1995 were the following: facilitation of industry input and client choice; competitive tendering; flexible delivery; frontline management; identification/dissemination of best practices; and quality assurance through development of a national curriculum and national assessment system and qualifications framework. (Eighteen figures/tables are included. Appended are lists of members of the following organizations in 1995: state and territory training authority boards; Standards and Curriculum Council; and National Staff Development Committee.)

Berkley, A. (1996). Vocational-Technical Education: A Matter of Access. An Evaluation of the Accessibility of Vocational-Technical Education. Georgia: 53. A study was conducted in Georgia to determine if members of special populations have an equal opportunity to enter vocational-technical programs in the state and to examine support programs and services funded by the Perkins Act that assists members of special populations in successfully completing vocational-technical education programs. Data were gathered from Georgia educational planning documents, interviews with staff at the state department of education and the department of technical and adult education, and discussions with teachers from various school systems. The study found that at both the secondary and postsecondary levels, members of special populations appear to have an equal opportunity to enter vocational-technical education programs as readily as all other vocational students. In fiscal year 1993, 39 percent of the students enrolled in secondary and 37 percent in postsecondary vocational education courses were identified as members of special populations. In fiscal year 1994, the percentage of special population students enrolled increased to 44 percent in secondary vocational education courses and to 34 percent in postsecondary courses. Educationally and economically disadvantaged persons comprised the largest percentage of the special populations (about 33 percent of all students enrolled in vocational-technical programs in the state). The study also found that members of special populations appeared to be somewhat successful in completing vocational-technical education programs, with 42 percent of these students graduating from the postsecondary level in 1993. The study was unable to determine if any direct causal link exists...
between the support programs and services funded through the Perkins Act and the graduation rates for members of special populations in postsecondary institutions. (Graduation rates for members of special populations enrolled in secondary vocational education programs were not available.) The research did reveal that services to members of special populations can be improved in funding and program evaluation. (KC)


Suggestions and guidelines to help school administrators, business officials, board members, and others interested in improving school facilities are presented in this book. Chapter 1, "School Building Programs, Equipment Acquisition: The Anatomy of School Debt Financing" (Edgar H. Bittle), provides an overview of the legal and planning issues that school boards face. Chapter 2, "Planning and Constructing School Facilities" (Arlis Swartzendurber), provides practical insights from a school administrator for planning and implementing capital improvement projects. Chapter 3, Typical Problems in School Building Programs, An Architect's Perspective (L. Bradford Perkins), offers an experienced architect's insights concerning the planning process. Financial concerns that school districts face in planning a capital improvement project are detailed in Chapter 4, "Development and Implementation of the Financing Plan" (Jeanne Frederick Vanda, Christopher M. Gibbons). Chapter 5, "Accessibility of a Public Entity's Facilities under the Americans with Disabilities Act," (Janet Little Horton, Christopher B. Gilbert), outlines the considerations for complying with the Americans with Disability Act in building or renovating a building. Chapter 6, "Fundamentals of Competitive Building" (Edgar H. Bittle, Elizabeth A. Grob), is an overview on how to conduct competitive bidding including the requirements of public sector bidding. The last two chapters, "A Federal Tax Law Primer for School Finance Officials" (Michael K. Reppe) and "A Federal Securities Law Primer for School Finance Officials" (Dennis L. Holsapple, Jeffrey S. Ballard), present a detailed summary of the federal tax and securities laws, which govern the marketing of securities for financing capital improvement projects. (Includes an index.) (RJM)


This paper, written for those in higher education mathematics departments, reviews curriculum reform. Three major reasons for programmatic reform are outlined: (1) higher education faces a changing climate; (2) higher education faces a challenging clientele; and (3) mathematics educators face a changing content. The case is made for programmatic review and reform based on five fundamental operating principles that include active learning, accessibility, applicability, assessment, and accountability. (MM)
This guide is intended to help schools in the United Kingdom move toward greater inclusion of students with disabilities or other special educational needs in regular programs, with appropriate support. Following an introduction, which encourages local education agencies (LEAs) to move towards "inclusive" policies and practices, the first section notes legal requirements for educating these students, including responsibilities of the LEAs, the governing body, and the head teacher. Requirements of the Disability Discrimination Act are summarized. The second section is an introduction to principles of inclusion, with arguments supporting inclusion, a discussion of characteristics of inclusion, and proposal of a social rather than medical model of disability. The third section offers a framework for reviewing and re-writing a school's required policy document on children with special educational needs and offers guidelines for determining the school's current status, setting up a working party, evaluating accessibility, and selecting language and terminology. The final section, on compiling the policy, addresses how inclusive policy can be incorporated into the 17 required components of the school's policy statement. Appendices summarize inclusion issues, offer extracts from some school policy documents, and list additional resources.


This speech by President William Clinton addresses the 1996 graduating class of Princeton University on the occasion of Princeton's 250th anniversary. After his opening remarks, the President touches on the importance of the graduating seniors' education as well as the importance of education in general to the nation’s future. He compares the current year to a century ago and mentions the advent of a new millennium, calling it the Age of Possibility. He goes on to such topics as economic reform, investment in new technologies and environmental protection, long-term growth and opportunities, and international trade. He then focuses on educational issues and his Administration's proposals including the need for Americans to have a college education to succeed in the future, the role of the Internet, the goal of making the 13th and 14th years of education as available to Americans as the first 12 years are now, improved accessibility of student loans from the Federal government, federal tax policy to encourage college attendance, and more public scholarships to help academically successful students to attend college.

This presidential executive order was issued to: (1) ensure that tribal colleges and universities are more fully recognized as accredited institutions of higher education, have access to opportunities afforded other such institutions, and have federal resources committed on a continuing basis; (2) establish a mechanism to increase accessibility of Federal resources in tribal communities; (3) promote access to educational opportunities for economically disadvantaged students; (4) promote preservation and revitalization of American Indian and Alaska native languages and cultural traditions; (5) seek innovative approaches to link tribal colleges with early childhood, elementary, and secondary education programs; (6) and support National Education Goals. The Order defines tribal colleges and universities as those institutions cited in Section 532 of the Equity in Education Land-Grant Status Act of 1994, plus those that qualify for funding under the Tribally Controlled Community College Assistance Act of 1978 and the Navajo Community College, authorized in the Navajo Community College Assistance Act of 1978. It establishes a Board of Advisors and delineates its role and establishes an Office of House Initiative to provide staff support for the Board and provide liaison between the tribal college and the executive branch. The Order also defines department and agency participation and establishes a 5-year federal plan to fulfill the purpose of the Order. (CH)


The purpose of this applied research project at the College of Osteopathic Medicine of the Pacific (California) was to develop a new curriculum for the Master of Science in Education for Health Professionals program. Seven areas were explored in this study: (1) the learning needs of educators of health professionals; (2) proposed curriculum components; (3) barriers to pursuit of a graduate degree in education; (4) instructional alternatives; (5) available delivery systems to increase program accessibility; (6) an implementation plan; and (7) an evaluation plan. A review of the literature provided a foundation for the study. Methodology included telephone interviews, focus groups, reviews of course offerings and degree requirements, and use of external and internal expert information. The final product, a model curriculum for the Master of Science in Education, was developed following the validation process. Included in the appendixes are the criteria for the study and the model curriculum. (Contains approximately 150 references.) (CH)


From 1984 to 1994, the state of California constructed 19 prisons and only one state university, according to this report presented by the Justice
Policy Institute. The report suggests on the basis of that data and other findings that the state of California has made financial and budget policy decisions which work against African Americans, and that prison building has become a priority while higher education has lost ground in the areas of state budget, number of jobs, affordability, construction of new institutions, population increases, and salaries for professionals. It is argued that African American communities have suffered as a result. Compounding the problem, a public university education is becoming less affordable. Grants have decreased, and tax dollars spent on various budget items reflect increasingly higher proportions spent on corrections. The trend is expected to continue in the next decade. The report suggests implementing policies that will limit growth of the prison population, and shifting budget priorities to promote affordability and accessibility of higher education, particularly for African Americans. (HB)


This project was designed to bring the resources of the Internet to a rural high school through the school's media center and to provide training to enough of the faculty and students to facilitate its use. A flexible program for five academic departments requiring only one meeting of each department and utilizing written worksheets geared to four areas of the Internet, Gopher, Telnet, FTP, and the World Wide Web, was designed. Using the SouthEastern Resources Vision for Education as an Internet provider, 18 teachers, an aide and selected students were guided through a 25-week program of Internet basics through self- and individual-guided instruction. A report to the whole faculty and a web page for the school rounded out the project. As a result of the project, resources of the media center were significantly increased and students and teachers were instructed on Internet use. With 58 students responding to a posttest survey on online research, only 24 reported research success more than half the time. Twenty-one of 30 teachers reported success more than half the time. Another result of the project was the addition to the media center of three multimedia encyclopedias and the accessibility of Britannica Online to users. An 18-page report describing the instructional program and giving an extensive list of useful Internet sites was distributed to the entire faculty. In addition, a web homepage was launched, serving as a menu to connect all the most useful areas of the Internet. The survey, Internet search checklist, sample activity sheets, and report to faculty are appended. (Contains 50 references.) (AEF)


Noting that the quality of services provided to young children and their families depends on the quality, consistency, and accessibility of
professional preparation programs in early childhood, this book articulates
the early childhood field's agreed-upon standards for the preparation of
early childhood professionals. Section 1 of the book provides guidelines
for program planners and evaluators by delineating the outcomes of early
childhood preparation programs at the associate, baccalaureate, and
advanced levels. These guidelines for the content of early childhood
preparation programs were developed by the National Association for the
Education of Young Children (NAEYC) and endorsed by the Association
of Teacher Educators (ATE) and the Division for Early Childhood of the
Council for Exceptional Children (DEC/CEC). This section also includes
directions for institutions that are preparing a folio for the National Council
for Accreditation of Teacher Education for which they are also seeking
NAEYC approval. Section 2 addresses professional preparation of early
childhood special educators. These guidelines were developed by DEC
and were endorsed by NAEYC and ATE. Guidelines in Sections 1 and 2
describe outcomes of early childhood education and early childhood
special education professional preparation programs and initial licensure
of teachers. Section 3 describes standards required for certification of
accomplished teachers by the National Board for Professional Teaching
Standards. These three sets of guidelines frame the content for an
articulated system of early childhood professional development. (KB)


Field education or the practicum experience is at the core of most early
childhood education preservice programs because it is viewed as the most
significant contributor to the development of professional expertise. The
Early Childhood Education Program at Ryerson Polytechnic University in
Toronto, Canada, requires 600 hours of field education over 4 years. This
study defined the relationships between students and field education
associates and between students and institute faculty members, examined
the relationships' priority to students, and discussed the implications of the
field experience for students' professional development. Students selected
randomly from all 4 years of the program were surveyed to identify
characteristics of positive relationships with field education associates and
faculty advisers and how these characteristics were prioritized in
comparison to subject knowledge and expertise, the ability to model
exemplary practices, and the ability to provide resources and program
planning assistance. Results indicated that personal qualities such as
patience and flexibility and relationship characteristics such as
accessibility and supportiveness both individually and together were
viewed as more important than professional expertise for both field
education associates and faculty advisers. (Contains 32 references.)
(KDFB)

This report, which is intended for government officials, educators, and others interested in using technology in educational programs for adults, examines the effects of modern technologies on the accessibility, outcomes, and costs of adult learning programs. It draws on conclusions of previous Centre for Educational Research and Innovation (CERI) work on education and technology, particularly on 15 case studies prepared for an international roundtable held in Philadelphia (Pennsylvania) in February 1996. Discussed in chapter 1 are the necessity of using computing, video, and telecommunications in various sectors of postsecondary learning in industrialized nations and the importance of making adult programs accessible, attractive, and relevant to adult learners. Chapter 2 explains how technology can extend access to more learners, improve the quality of learner outcomes, control per-learner costs, and support the following modes of learning: real-time conversation; time-delayed conversation; learning by doing; and directed instruction. Selected technology-supported adult learning services in various sectors of education in different Organisation for Economic Cooperation and Development countries are described in chapter 3. Detailed in chapter 4 are various policy options regarding technology-supported educational programs for adults. Among the areas explored are the following: supporting learning equitably; prioritizing planned improvements; addressing courseware shortages; using technology to control costs; and collecting evaluative data. The report's major conclusions regarding policy issues in using technology to support adult learning are summarized in chapter 5. (Contains 127 references and 11 tables/figures.) (MN)
rulemaking on hearing aid compatibility, a symposium on captioning, a summit meeting on wireless hearing aid compatibility, and the American Foundation for the Blind honors. Continuing and future Task Force initiatives are also identified, including creating a disabilities World Wide Web home page, improving TRS, and improving accessibility of the FCC. (DB)


This document contains 14 papers explaining how 12 further education colleges in the United Kingdom used fellowship funds to maximize their use of current information and learning technologies and make other substantial innovations to improve their flexibility, accessibility, and rates of participation. The following papers are included: "Leading from the Front--A Steering Group Perspective" (Ruth Gee); "Access Enabled?" (Alison Cox); "Widening Participation Using Telematics" (Jette Burford); "The Interactive Television Project" (Byron J. Lawson); "Managing Key Skills: A Multimedia Staff Development Package" (Paul O'Doherty); "Online with Europe/Open Learning for Delivery of Foreign Languages and EFL (English as a Foreign Language)" (Danny Price, Judy Hargreaves); "Flexible Science: Making Science More Accessible" (Alison Roberts); "Improving Local Participation through a Flexible Curriculum Framework" (Trisha Jordan, Alison Shipton); "Multi-tracking for Resource and Curriculum Management" (Richard Hopkins); "The Fellowship Has Made a Difference...Increasing Participation to Meet Community Needs" (Caroline Miller, Sarah Rennie); "Increasing Access and Participation" (Ruth Ardon); "Access to Open Learning for Deafblind Adults" (Lynda Sharp); "Integrating Multimedia Flexible and Open Learning into the Curriculum" (Bill Lockitt); and "The Key Messages of the Fairbairn Fellowships" (Ursula Howard). (MN)


Reports on the Associated Press' (AP) introduction of a prototype for AP Wire, an online service that will be available to member newspapers in the latter part of 1996. AP Wire as a multimedia site on the World Wide Web; Accessibility of national and international news through AP member newspapers; Beta testing of the site; Comments from AP president and chief executive officer Louis Boccardi.


This annual report presents comparative trend data covering enrollment, appropriations, tuition, and other factors for fiscal year 1996 for the 50
states and the District of Columbia. A 12-element data set covers all aspects of state education financing: accessibility and attractiveness; tax utilization; legislative budgeting; role of tuition; and relative effort of government versus families in paying for higher education. Chapter 1 explains purpose of the report and how the contents are organized. It also briefly describes the model used for interstate comparisons and discusses data accuracy and comparability. Chapter 2 presents the model for interstate comparative analyses of public higher education financing and a master table of ranked data. Chapter 3 argues that trends in public policy are better indicators of the true state of education financing than current performance rankings. There are three appendixes: the first provides basic data descriptions and reporting instructions of interest to financial officers and researchers; the second includes additional state information provided by the State Higher Education Finance Officers; and the third is a directory of state higher education finance officers. (Contains 62 references.) (CH)


This report addresses the barriers college students with disabilities face in the laboratory setting. In engineering, mathematics, and science education most courses require laboratory work which may pose challenges to those with disabilities. Instructors should be aware of the individual needs of students with disabilities and make necessary accommodations. The legal requirements on accessibility are reviewed in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Services for students with disabilities that may be available at postsecondary institutions are explained. The characteristics that should be considered for the design of innovative tools or for modifying existing equipment in the laboratory settings are examined. Factors are highlighted that should be considered before the modification of laboratories. The design and production of a disability-accessible Computer Assisted Design/Computer Assisted Mathematics station are described and illustrated. An appendix lists 25 sites on the World Wide Web for helping students with disabilities in the areas of science, mathematics, and engineering. A second appendix lists 12 assistive technology sources. (CR)


This resource list identifies 151 instructional products and guides to help teachers plan Education for Employment programs and facilitate student learning. The resources listed are drawn from publishers and various state and professional curriculum centers. Each listing includes a brief description of the resource, publisher, item order number, and price. A comprehensive list of the sources is included, as well as a national listing
of clearinghouses and organizations that serve students with special needs. Resources are listed in the following categories: accessibility and accommodation; administration of programs; assessment; career exploration; dropout prevention; living skills; occupational topics; preemployment preparation; staff development and training; surviving on the job; textbooks; and workplace academics. (KC)


As part of a fiscal year 1995 annual review of programs, the Illinois community colleges reviewed four nursing programs to assess how effectively they met the economic, social, and technological needs of the community. The nursing programs reviewed included registered nursing, practical nursing, nurse aide, and home health aide. Although the costs for associate degree or registered nursing (AND) programs were found to be high, licensed practical nursing (LPN) and certified nursing aid (CNA) programs were found to be cost-effective. All of the programs were rated highly for quality, citing high levels of student satisfaction, high passage rates on licensure exams, such improvements in facilities as technology upgrades, and program accreditation. The following program improvements were recommended: (1) local job markets for the AND, LPN, and CNA graduates must be monitored; (2) methods for improving student retention must be implemented; (3) a statewide nursing articulation model must be adopted; and (4) accessibility of labor market and career guidance information to students must be improved. Contains 22 references. Appendixes include a description of the nursing programs' differentiating characteristics, data tables of review outcomes, tables of articulated courses for nursing programs from high schools through universities, and a list of National League of Nursing accreditation status of state nursing programs by college. (TGI)


Presents Internet features to be introduced in software from Microsoft Corp. The World Wide Web accessibility features of Word 97, Microsoft Access 97, and Microsoft Office 97; Microsoft's deals with banks for support of Money 97.

Experience; Council for American Indian Interpretation; Environmental Education; Nature Center Directors/Administrators; Program Management/Administration/Planning/Partnerships; Resource Interpretation and Heritage Tourism; Visual Communication; Zoos, Wildlife Parks, and Aquaria; Accessibility; Cross-Cultural Communication; Arts in Interpretation; Professionalism in Interpretation; Watchable Wildlife; Information Highway; Critical Issues; and Research. (JRH)


This paper presents a novel Networked Learning Environment (Nov-NLE); system components include Hyper-G (a networked hypermedia system) and the Internet. The first section discusses problems with the conventional university teaching model and technology-based solutions to these problems. The requirements and design of Nov-NLE are covered in the second section, including accessibility of course information and information distributed on the Internet, communication channels, and facilitation of administrative tasks. The administration/management, communication/presentation, and educational resources subsystems are described. The third section presents a prototype of Nov-NLE with the following characteristics: (1) is a distributed system in which links are stored in a separate database; (2) allows objects to be added to the system piecemeal; (3) utilizes access rights for every hypermedia collection; (4) includes sophisticated search mechanisms; (5) allows any user can annotate any document; (6) is interoperable with other first generation hypermedia systems; and (7) is multilingual. The concluding section discusses plans for the future of the project. Contains 17 references. (DLS)


Customer focus groups at Lakeshore Technical College, Wisconsin, were hindered by inadequate levels of participation. A study explored the effectiveness of using network meeting management software to increase focus group participation and the number of ideas generated as well as reduce the amount of time spent on conducting the focus group sessions. Participants were 2 groups of 24 randomly selected students enrolled in associate degree programs offered in a rapid delivery schedule. One group participated in a traditional focus group, the other in a focus group using meeting software. A formal focus group session was held for the first group. The second was given the location and time availability of the meeting management software and requested to participate at a time convenient to them. Two students attended the first focus group session; four attended the second. They generated 93 ideas. The first session lasted 40 minutes, the second 50 minutes. Only two students participated
in the focus group sessions using the network meeting software. They generated 26 ideas and spent an average time of 10 minutes. Based on the chi-square statistic, results showed no significant difference between the two types of focus groups. Conclusions were that both methods produced similar results and other variables such as accessibility and scheduling might influence participation. (Appendixes contain 16 references, focus group questions, instruments, and software use instructions.) (YLB)

Lantz, C. (1996). Digital Photography and Its Impact on Instruction. Virginia: 7. Today the chemical processing of film is being replaced by a virtual digital darkroom. Digital image storage makes new levels of consistency possible because its nature is less volatile and more mutable than traditional photography. The potential of digital imaging is great, but issues of disk storage, computer speed, camera sensor resolution, projection, and hard copy output continue to make the necessary hardware expensive. In the case of digital movies for the personal computer, random accessibility advantages are being offset by low resolution. Both digitized stills and digitized movie clips are now typical components of presentations in electronic classrooms and other distance learning situations because many of these images can be compressed to reduce transmission costs. Digital imaging can also be easily manipulated, creating new flexibility in advertising and the fine arts and giving rise to the view of the photographer not as the deliverer of a final product but as the producer of raw products that can be altered later. Composite images in photography have always been possible, but now there are fewer restraints than ever. The mutability of digital imaging also serves to depict photography as increasingly subjective, rather than undistorted expression of optical reality. Understandably, many imaging education programs are finding niches in both fine arts departments and technical departments. (BEW)

Mende, R. (1996). Building Global Learning Communities through the Internet. Canada Ontario: 11. From Spring 1995 to Spring 1996, Cambrian College, in Ontario (Canada), undertook a project to develop Canada's first full program using Internet technology. The major challenges accomplished included the selection of the program; adaptation of materials for digital delivery; selection of a delivery technology; faculty training; and program marketing, delivery, and evaluation. First, a certificate program for teachers of adults was chosen as the pilot program for Internet delivery due to the existing integration of teleconferencing and independent learning methods. Electronic mail was selected for the delivery technology, specifically the conferencing software known as the "mailing list" since it provides almost universal accessibility. Faculty for the course were recruited for their experience with distance education, while most of the 3-week online training focused on cultural rather than technical issues, such as methods for showing emphasis in
electronic text, the use of humor, and the level of commitment necessary to maintain a virtual class. The program was primarily marketed through a gopher site, registering 297 "hits," of which 90 were interested enough to examine the online registration form. Finally, the delivery of the program affected the institution in several ways, from a restructuring of the fee structure for international students in recognition of the global nature of online instruction to significant demands made on the college's Information Systems and Registrar's offices. (TGI)

Providing an update to the 1993-98 Master Plan developed by Virginia's Patrick Henry Community College (PHCC), this long-range planning document is designed to reflect changes in the college's mission and strategic goals and guide planning decisions for the period from 1996 to 1998. Section 1 provides a history of PHCC; a description of the local community; population trends for Martinsville and the surrounding counties of Patrick, Henry, and Franklin, which comprise PHCC's service area; the racial, gender, and age composition of the service area; employment trends in the area; per capita median family income for the area; a description of current social problems; and trends in educational attainment in the service area. Section 2 presents enrollment data, including annualized full-time equivalent (FTE) enrollments; headcount and FTE full- and part-time enrollment; enrollment by gender, ethnicity, and program; headcount enrollment by day and evening status and by age group; financial aid awards; and sources and uses of funds. Section 3 describes the planning process at PHCC, the process used to develop goal statements, and the college's mission statement. This section also presents the college's long-range goals with respect to curriculum and instruction; student development; college and community partnerships; accessibility; human resources; facilities; organization, leadership, and administrative processes; finance; and technology. Throughout the report, tables and figures provide demographic, enrollment, and financial data. (HAA)

This policy manual presents the state of Nebraska's regulations and standards for special education programs that are effective April 23, 1996. The regulations include a declaration of responsibility, provide the statutory authority, and address the following areas: (1) definitions of disabilities and other relevant terms; (2) responsibility for special education programs, including participation by nonpublic school children, and program standards reviews; (3) establishment and administration of special education, including early intervention; (4) identification of children
with disabilities, multidisciplinary education team requirements, and eligibility for special education; (5) individualized education programs, individualized family service plans, and parent participation; (6) placement of children with disabilities and suspension and expulsion of students with disabilities; (7) procedural safeguards, including accessibility and confidentiality or records, procedural timelines, parental notice, parental consent, and complaint procedures; (8) qualifications for special education personnel; (9) school district budget process for school age programs; (10) school district budget process for early childhood special education programs; (11) contracted programs; and (12) special education transportation, including transportation for nonresident high school students. (CR)


This first systemwide report on New Jersey higher education examines how well the state is meeting its goals for higher education affordability and accessibility, institutional excellence, and effectiveness in addressing societal and economic needs of the state. The six sections of the report include: (1) an introduction, which stresses the importance of higher education in fulfilling the needs of individual students and serving society, and sets forth the accountability parameters on which this report is based; (2) an overview of the state system of higher education (types of institutions, enrollments, degrees awarded, and educational attainment); (3) faculty (teaching faculty, professional development, and research faculty); (4) affordability and access (costs of attending college; how affordability affects access; programs to improve access; student preparation for college; retention, transfer, graduation and time to completion; and equality of access and success); (5) return on investment (higher education's contribution to state economic development, benefits of higher education to society, comparisons of New Jersey with other states, student satisfaction, alumni satisfaction, and employer satisfaction); and (6) a concluding section which sets out some major policy questions on access, affordability, and productivity; on equity of access and outcomes; and on undergraduate education versus research and graduate education. (Contains 47 references.) (CH)


This book presents New York State planning standards for school buildings. The standards offer advice and counsel to school districts, architects, and engineers to help them resolve their school building problems while considering educational and planning efficiency, conservation of natural resources, and initial and long-range economy within the context of the most recent state and federal laws. It includes the
minimum requirements that must be followed as well as optional recommendations. Listed are requirements that are currently in effect. The specific areas addressed in the standards include: structural and safety planning; materials; environmental considerations; site conditions and utilities; mechanical and electrical planning; heating, ventilating, and air conditioning; plumbing and gas facilities; electrical work; existing buildings; procedures for design and construction; and operations and maintenance considerations. Eleven appendixes feature a glossary, reference standards, laws relating to school building projects, regents rules, temporary quarters, health and safety during construction, administration buildings, maintenance and storage facilities, and accessibility. (RJM)

North Carolina Univ. Chapel Hill. Commission on Higher Education Facilities.[BBB27120] (1996). Facilities Inventory and Utilization Study. Fall of 1995 for the State of North Carolina. Twenty-Ninth Edition. North Carolina: 206. This study presents the results of the 29th annual inventory and utilization study concerning space in North Carolina institutions of higher education during the 1995 fall term. The study provides information on 113 institutions of higher education including the 16 public senior institutions which comprise the University of North Carolina (UNC), 39 private nonprofit colleges and universities, the 58 public 2-year institutions which comprise the community college system, and the UNC hospitals at Chapel Hill. The study indicates the uses being made of space and provides, where possible, norms and historical information for the past 5 years. Statistics for private institutions are shown by group rather than by institution. The study is divided into four sections. The first section provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space utilization. The second section provides tables on interior space characteristics such as assignable square feet per student station for classrooms and laboratories and student service and physical plant operations; The third section, on building characteristics, contains data on building age, condition, and replacement cost. The final section reports on accessibility to persons with mobility impairments. An institutional index and subject index are included. (Contains 10 references.) (CK)

Office for Civil Rights (ED) Washington DC.[EDD00028] (1996). Compliance with the Americans with Disabilities Act: A Self-Evaluation Guide for Public Elementary and Secondary Schools. District of Columbia: 295. This guide is intended to assist elementary and secondary schools as they plan compliance with the Americans with Disabilities Act (ADA), conduct required self-evaluation and transition plans, and make appropriate modifications. The eight chapters correspond with the regulations and include many worksheets and examples. Chapter 1 briefly discusses each of the ADA's titles, especially Title II which assures access to all programs and services provided by state and local government agencies. In Chapter
Chapter 3 identifies action steps toward compliance and offers a three-phase process for completing self-evaluation planning. Chapter 4 reviews the general prohibitions against discrimination contained in Title II regulations, especially schools' obligation to provide a "free and appropriate public education." Chapter 5 explains ADA provisions concerning recruitment, hiring, and other employment-related issues. Program accessibility is the focus of Chapter 6. Chapter 7 explains Title II requirements for ensuring effective communication for persons with visual, hearing, and speech disabilities. Chapter 8 reviews the enforcement procedures for Title II and the remedies available if an institution is determined not to be in compliance. The last section identifies relevant sources of information. (DB)
higher education institutions. Part 1, "Responding to the Triple Challenge Facing Post-Secondary Education: Accessibility, Quality, Costs" (by Stephen Ehrmann) offers an overview of how technology can meet these challenges suggesting types of instructional arrangements and the infrastructure needed to support such arrangements. Part 2, "The Future of Face-to-Face and Distance Teaching in Post-Secondary Education" (by William Renwick) focuses on the impact of technology on these two modes of education and the new interrelationships between them. It discusses institutional responses to rapidly changing demands and expectations by universities, polytechnics, colleges, and others in European nations. Part 3, by Gordon Bull, "Student Owned Computing: The Issues for Higher Education Management" raises issues (academic, resources, human and social) to which higher education institutions are confronted when students themselves are well equipped with new information technology. These include cost to the student, cost to the institution of supporting infrastructure, the need for standards, and the role of network services. (Contains 43 references.) (DB)

In response to strong political debate concerning the future of federal welfare policy and a push for welfare to work programs, the Bank Street College of Education's Center for Family Support held a conference to address the issue of welfare recipients as child care providers. The purpose of this meeting was threefold: (1) to stimulate thinking about the concept of using welfare recipients as child care providers; (2) to identify effective approaches that states could implement; and (3) to develop concepts for innovative strategies that states could develop. This report synthesizes findings of the conference. The report's preface documents the following panel discussions: (1) "Understanding the Context of Current Proposals: Past Lessons for Future Directions"; (2) "Preparing Low-Income Women for Careers in Early Care and Education"; (3) "Elements of Good Training"; and (4) "Improving the Quality of Care." The remainder of the report describes the outcomes of small group discussions. The first section, "Lessons Learned," examines characteristics of women on welfare and results of welfare to work programs. The second section, "Elements of Successful Programs," addresses issues of choice, accessibility, incentives, needs-based programming, cultural sensitivity, and support services. The third section, "Three Child Care Employment Programs or Welfare Recipients that Work," describe successful programs in West Virginia, Virginia, and New Haven, Connecticut. (Author/SD)

This practicum promoted community, school, and agency collaborative
relationships to increase the access and affordability of comprehensive, culturally acceptable health care services and health promotion activities. The target population for these services and activities were high-risk, minority adolescents in grades 6 through 8 in two elementary schools serving Latino, African-American, Caucasian, and Asian-American students, including several immigrants. The primary partners were the local health center, Planned Parenthood, and school personnel. Public school nursing staff facilitated health assessments and access for students who needed services. The 8-month school-based Young Adolescent Health Project included health screenings, appointments, advocacy, transportation, education, dental and vision care, laboratory tests, management of chronic illnesses, gynecological/reproductive services, and individual counseling. Workshops and peer health education were used to teach health-promoting behavior. Additional strategies used to address issues of accessibility, availability, affordability, and acceptability included nontraditional outreach, a data management system, and the employment of bilingual and bicultural staff, with selected eighth graders serving on an advisory council. Evaluation of the project indicated that health assessments identified many unmet physical health needs of young adolescents. Identified mental health needs were addressed by counselors in the School Based Youth Service Program. Overall, this project resulted in increased accessibility to health care for this population. Subsequently, an information management system was developed to allow service providers to share relevant information about the medical needs of identified students, and existing relationships among partners were strengthened. (Six appendices include a Health History Assessment, Treatment Plan Contact Sheet, and a Parent Consent Form. Contains 36 references.) (KB)


Seagren, A. and B. Watwood (1996). The Virtual Classroom: Great Expectations. Delivering Graduate Education by Computer: A Success Story. Nebraska: 8. Distance education may have a greater impact on the nature of higher education than any innovation since the invention of the printing press. In "virtual classrooms," students and faculty do not have to meet at the same time, collaborative learning is facilitated, and the specialized communication provided by computers can sometimes be better than face-to-face interactions. In an effort to take advantage of distance learning and increase productivity, the Lincoln Campus of the University of
Nebraska offers doctoral courses in its Educational Leadership in Higher Education program via computer. In developing the program, the college decided that more and better presented information was not necessarily related to improving the teaching-learning process, and efforts were made to include interactive methodologies. It was also decided to use a direct-call, off-line system rather than the Internet to improve accessibility. In the courses, computer “groupware” is used, providing for open interaction between group members, while course material is organized into modules, with each module containing readings, questions, and assignments requiring responses from individuals or small groups. Students are required to constructively comment on approximately 20% of other group members' presentations. In implementing distance programs, major obstacles include faculty resistance to retraining, administrator concerns related to necessary curricular changes, and concerns related to the costs of maintaining state-of-the-art equipment. Contains 16 references. (BCY)

This manual provides information to caregivers on how to successfully develop a child care center that includes children with disabilities. The benefits of inclusion for children, parents, and providers are identified. Principles for developing an inclusive program are noted, such as developing a partnership with a special education agency. The guide stresses the necessity of developing a philosophical mission statement on inclusion, clarifying lines of authority and roles of administrators, and careful monitoring of money and contracts involved in inclusive programming. Also covered are annual, weekly, and daily schedules; space requirements; accessibility standards; the critical importance of training and staff development; strategies for family involvement; and the elements of successful collaboration. Indicators of a good inclusive program and factors that affect survival of inclusive programs are listed, including a match of values among families, the child care program, and the special education community; a community-wide philosophy of acceptance of diversity; and resolution of differences through a problem-solving strategy. The appendix includes a list of definitions/abbreviations, a guide for child caregivers for determining a child's need for services, a guide to staff teaming, a sample mission statement, and a listing of 14 resources (organizational, print, and videos). (CR)

The Educational Resources Information Center (ERIC) system encompasses the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses and supporting services. ERIC is sponsored by the U.S. Department of
Education, Office of Educational Research and Improvement, and is administered by the National Library of Education. For 30 years, ERIC has been an important component of the national education dissemination system, ensuring that education information reaches those who need it. The ERIC database now contains nearly 900,000 records of education documents and journal articles, including abstracts of 6,000 published books. This annual report highlights many recent achievements in the ERIC system. ERIC is accessible from virtually anywhere in the world. In 1995, ERIC Clearinghouses distributed more than 1.5 million copies of their publications, many of them at no cost. ERIC works cooperatively to reduce duplication of effort and ensure cost-effective service. More than 625,000 copies of ERIC-produced publications were distributed by other organizations in 1995. Highlights, with illustrations, include the ERIC Database; ERIC publications; ERIC's accessibility; ERIC World Wide Web sites; ERIC Digests; ERIC Partnerships; ERIC-sponsored listservs; the ERIC budget; the ERIC system directory; and what's ahead from ERIC.


The Learning through Landscape Trust conducted research on the design and management of school grounds in the United Kingdom for children with special needs and has produced this guidebook detailing that research shows about ensuring that the school grounds benefit these students. It provides advice and information on developing school grounds that are long-term and sustainable, that help maximize and encourage abilities and overcome children's particular challenges, and involve children with diverse needs with their adult carers wherever possible. The outline of the research and its findings are provided, followed by information on: the school ground planning process; accessibility design of school grounds; landscaping design; animals that can be included; horticultural issues; and planning issues for enhancing social use, sensory experience, and physical activities. Concluding sections present nine case studies and resources for guidance in fundraising; and information on special needs, outdoor design, use and management, and help for construction and management work. (Contains 38 sources for further help.) (GR)


This document defines the specific standards and general guidelines which the U.S. Department of Education (ED) will use to make information available on the World Wide Web (WWW). The purpose of providing such guidance is to ensure high quality and consistent content, organization, and presentation of information on ED WWW servers, in order to help users find pertinent information to answer their education questions. The
eight sections consist of: (1) an overview of the document itself; (2) selected definitions; (3) ED-controlled content, ED-sponsored content, and external content of servers; (4) discussion of the design of the main ED WWW server, as well as home page links, dead links, and types of materials that should have restricted access; (5) style/markup aspects; (6) examination of ED-specific issues, including coordination of ED WWW pages with the Office of Educational Research and Improvement; public release; compliance with standards; and quality assurance; (7) additional points for consideration; and (8) references for other federal agency standards; HTML style guides and standards; accessibility to users with disabilities; and WWW security. Contains 17 references. (AEF)


Presents information on Nokia's wireless smartphone and Apple Computer's Newton MessagePad. Comparison of systems; Features and operational functions highlighted; Devices' World Wide Web accessibility; Choosing between systems.


Intended for surveying the knowledge of college students and college faculty/staff about the rights and responsibilities of students with disabilities, this survey form and corresponding answer sheets provide 28 questions, their correct responses, and references to laws or literature. Emphasis is on providing information about the provisions of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which require institutions of higher education to make accommodations and modifications of policy to ensure that students with disabilities have an equal educational opportunity. Also, court decisions concerning these rights are emphasized. Survey questions address issues such as reasonable accommodations, student responsibilities concerning reasonable accommodations, changes in a classroom's location to improve accessibility, provision of an attendant, special provisions for testing, alternative formats for instructional materials, access to the student's diagnostic information, preadmission inquiries concerning a disability, availability of housing options, and situations in which a university/college may refuse admission to students with a disability. A sample survey including student demographic questions is attached. (Contains 13 references.) (DB)


This study reviewed the literature on and conducted three national surveys concerning delivery of services to people with disabilities from minority backgrounds. The Americans with Disabilities Act and the Rehabilitation
Act of 1973 are reviewed, with a focus on initiatives to serve persons with disabilities from diverse backgrounds. A review of relevant statistics regarding different racial groups is included. Information is provided on the status of: African Americans with disabilities; Hispanic Americans with disabilities; American Indians with disabilities; and Asian Americans/Pacific Islanders with disabilities. The service delivery effectiveness between white American communities and minority American communities is contrasted. The unique challenges faced by individuals with disabilities who are members of racial and ethnic minority groups are discussed. The results of three national-level surveys of community service projects/programs (n=65), educational institutions (n=53), and consumers with disabilities (n=139) are revealed. The surveys addressed the status of services to persons with disabilities representing diverse cultural/racial backgrounds and the perception of consumers with regard to the type and quality of services they receive. Consumers were also asked about their major concerns regarding employment, accessibility, transportation, communication, and public accommodation. Recommendations are given on how to better serve diverse cultural groups. Survey instruments are included in the appendix. (Contains 40 references.)


This paper reflects SUNY’s (State University of New York) efforts at applying technology and telecommunications to improve the quality, accessibility, and productivity of educational programs and to enhance the return on the public investments in education. It is built upon the experiences of SUNY campuses, local schools, and industry which have focused on developing community application designs that are affordable and educationally sound. This paper outlines why SUNY leadership is necessary to foster community collaboration, shows the community benefits to be derived through assumption of this leadership role, and suggests actions for those willing to accept the challenge. Adult learning, technical training, workplace literacy, homebound instruction and community learning sites are among the goals of the proposed community collaboration. Community leadership strategies discussed in section one include: (1) educational significance; (2) wide community applicability and access; (3) integration with sound educational practices and among the technologies themselves; and (4) collaboration among key community
partners. Section two, "Needs and Directions," discusses nine issues to be considered in making a community effort; and "Where Are We Now?" compares the myth versus reality of educational technologies. In section three, 13 requirements of a community learning system design are outlined, and ten steps toward taking a community leadership role are presented in section four. Finally, section five argues that a community lifelong learning system is possible, and must be done. Specific SUNY community and statewide learning technology projects are discussed in an appendix. (MAS)


The theme of this conference reflects the continuing need to conduct and report research that addresses significant problems and issues in Agricultural Education. Selected research papers are as follows:

"Opportunities and Obstacles for Distance Education in Agricultural Education (AE)" (Murphy, Terry); "Faculty Needs Associated with Agricultural Distance Education" (Murphy, Terry); "Learning Styles of Agricultural Distance Learners" (Miller); "Effectiveness of Distance Learning Courses" (Swan); "A National Validation Study of Research Priorities for Adult Education" (Harbstreit et al.); "Goals Met by Adult Organizations in AE, Nationally" (Dormody et al.); "Analysis of the Inservice Needs of Beginning Teachers of Agriculture" (Garton, Chung); "Conducting AE Research Using Electronic Surveys" (Kawasaki et al.); "Using Assessment Information in Educational Decision Making" (Kershaw, McCaslin); "Perceptions of Secondary School Principals toward AE" (Jewell); "Arkansas Agriculture Teachers' Opinions Concerning Science Credit for Agriculture" (Johnson); "Factor Analysis of Attitudes of Illinois Guidance Counselors toward Agriculture Programs" (Dyer, Osborne); "Toward a Model for Increasing Cognitive Level Reached by Students in College Classrooms" (Whittington); "Decision Cases versus Traditional Lecture in a University Agriculture Course" (Allen et al.); "Interaction in the Distance Education Setting" (King, Doerfert); "Computer Use, Experience, Knowledge, and Attitudes of Extension Personnel" (Park, Gamon); "Distance Education Needs of Cooperative Extension Agents" (Jackson et al.); "Effects of Teaching Approach on Problem Solving Ability of AE Students with Varying Learning Styles" (Dyer, Osborne); "Learning Style" (Torres, Cano); "Factors Influencing Enrollment in AE Programs as Expressed by Iowa Secondary AE Students" (Reis, Kahler); "Evaluating the Physical Accessibility of Indiana High School AE Facilities" (Ploss, Frick); "Present and Future Emphasis of Secondary School Agricultural Mechanics Programs in the United States" (Laird, Kahler); "Mathematical Problem-Solving Proficiency of AE Teachers in Alabama" (Hunnicutt, Newman); "Attitudes of University of
Illinois College of Agriculture Freshmen toward Agriculture” (Dyer et al.); "Comparison of the Career Choice and Job Satisfaction of Scholarship Recipients with Non-Scholars in a College of Agriculture" (Fraze, Ritz); "Food and Agriculture Awareness of Land Grant University Education Faculty" (Elliot, Frick) "Defining Internationalization for Extension” (Ludwig, Barrick); "Agent Turnover in Ohio State University Extension" (Rousan, Henderson); "Safety Attitudes of Agricultural Mechanics Students and Their Relationships to Selected Variables" (Lawver, Fraze); "Career Decision-Making Processes of Minority Youth in One Rural Mississippi Delta Community" (Wardlow et al.); "Barriers to Professional Careers as Perceived by Minority Professionals in Agriculture” (Wardlow et al.); "Mentoring Activities of Women Graduates in Agricultural Education at the Pennsylvania State University” (Baker, Baggett); and "College Faculty Motives and Barriers for Participating in International Activities” (Kelsey, Dormody). (YLB)


This book tells the story of the Kids are People School in Boston, Massachusetts, which began as a day care facility, enthusiastically welcomed children with special needs, and developed a multicultural inclusive elementary school. It is the story of the school's determination to provide the therapeutic services essential for each child's development and to adjust the curriculum so that all children could successfully participate. Its history has been a stormy one, but its success suggests that the inclusion concept can work given the right environment. The book was written to show that inclusion can and does work; to help people who want to create inclusive programs do it right; and to point out problems with the ways that children with special needs are educated, tested, and treated. The book addresses the goals and practices required to allow every child to be included in regular classes, with the expectation that the child's special needs—educationally, personally, and socially—will be addressed with appropriate programs. Chapters address characteristics of the children; teaching methods; staff configuration; curriculum and materials; accessibility; evaluation; specialists; and comments of parents, children, and staff. Appendices offer a brief history of special education and inclusion, a glossary, a sample evaluation checklist for daily living skills, and a list of classroom resources. (Contains 14 references.) (JDD)


This document presents 10 case studies of adult community education programs (ACE) in the state of Victoria, Australia, in the mid 1990s, that were identified as exemplifying the following principles of good practice in ACE: expansiveness, integration, responsiveness, innovation, belonging, explicitness, autonomy, accessibility, synthesis, and coordination. The
courses profiled represent a broad cross-section of subject areas (child care, prevocational education, furniture restoration, small business development for women, Koori Art, literacy and community decision making, women’s issues, tourism, applied sport psychology, and horticulture) and formats (including formal part-time and full-time courses, discussion groups, workshops, courses that use community resources rather than textbooks, courses taught primarily by one instructor, and courses taught by a series of different instructors). Each profile contains information about some/all of the following aspects of the program: history; educational characteristics (philosophy, aims, development stage, length, delivery mode, prerequisites, content and methodology, competencies/expected learning outcomes, assessment criteria/methods, reporting/certification, accreditation status, pathways); good practice criteria; student characteristics; and administration and resources. Appended are the following: discussion of criteria for identifying good practice in adult education; range/spread/mix of case studies matrix; list of principles used to select case studies; and acknowledgements. Contains 47 references. (MN)


Using Bureau of Labor Statistics estimates of employment in day-care establishments, this study analyzes changes in day care over the past 20 years. Growth in day-care employment has been much stronger than that of other industries. Since 1972, employment has increased by nearly 250 per cent. Causes of growth includes changing trends in enrollment and staffing ratios. Increased enrollment can be inferred from a variety of measures, including an increase in the child population; changes in family composition which have resulted in more single-parent families; and an increase in the number of working women. There are also factors which enable more children to attend day care programs. In particular, day care has become more affordable. This has been the result of increased government funding of day care; the growth of Head Start and other programs for children from low-income families; an increase in state and local initiatives for the further establishment of day care; tax breaks related to day-care expenses; and private initiatives stemming from both corporate and non-profit efforts to increase accessibility to day care. Another mitigating factor is the low cost of labor in the day care industry. (JW)


In 1992, Okanagan University College, in British Columbia (Canada), undertook a project to develop and implement an integrated curriculum in four participating health and human services programs. The project
stemmed from findings in province-level reports on curriculum integration and on needs for health and human services programs. Specific project goals included developing a model of integration; providing support for faculty to develop the curriculum; consulting with community stakeholders; and creating a curriculum that promoted student development, maximized interdisciplinary studies, maximized bridging and transferability, and improved accessibility to learning. Phase 1 of the project identified common values of the four participating programs, defined qualities of an exemplary health and human service provider, developed themes of content and process for core curriculum, identified common content clusters to be included in core curriculum, and reviewed coring models. Phase 2 involved the development of a curriculum plan and organizational model, seven courses and course outlines, an instructor’s guide with learning activities, and an evaluation plan to be used once the curriculum was implemented. Finally, in September 1994, seven courses were implemented in phase 3. The implemented curriculum plan represented a shift from the traditional competency-based learning approach to a values-based approach, focusing on process as well as content, and provided improved opportunities for teacher development and student learning. A list of project participants is appended. Contains 23 references. (TGI)

Cherbo, J. M. and M. Peters (1995). American Participation in Opera and Musical Theater, 1992. Research Division Report #32. District of Columbia: 118. Data gleaned from the 1982, 1985, and 1992 Surveys of Public Participation in the Arts (SPPAs) were used in this analysis of participation in opera and musical theater/operetta. Findings indicate that opera is the least popular of the fine arts, being the least frequented and the least selected as an activity respondents would like to attend more frequently. Opera attendees are more likely than other arts’ attendee groups to attend all other fine arts activities, and show a significant interest in more types of music than any other arts attendee group. There is a strong relationship between early general arts education and adult opera attendance. Opera attendees are predominantly white, better educated, wealthier, and somewhat older than other art goers, but younger persons are attending in about the same proportions in 1992 as in 1982. More persons watch or listen to opera on the media than attend live performances. Findings of musical theater/operetta participation indicates that attendance of these forms of theater is second to attendance of art museums. Musical theater/operettas’ primary appeal is live performance. Many more individuals indicated that they would attend musical theater performances if cost and accessibility were not issues. The report includes tables and appendices. (MM)

Canada and presents recommendations for the federal government to improve access to quality child care for all Canadians. The report describes the purposes that can be served by child care and illustrates how it can advance social and economic objectives of national importance. Major concerns with current funding methods and affordability are identified, and the lack of child care spaces for low-income families is documented. The report also discusses the low salaries and inadequate working conditions of child care staff. The paper concludes by advancing 12 specific recommendations to improve child care access and quality, chief of which is that the federal government promote the long-term goal of a publicly-funded, universally-accessible, comprehensive and high quality child care system for all Canadians. Six appendixes include a list of child care grants in Canada, a description of the Canadian Assistance Plan (CAP) child care subsidy, data on child care costs by income level, an evaluation of various funding options, and a description of a comprehensive child-care service system in Grey County, Ontario, Canada. Contains 119 references. (MDM)


Selected papers on second language acquisition and instruction from the University of Wisconsin at Madison symposium include the following:
"Learning and Teaching: The Necessary Intersection" (Susan M. Gass);
"Reenvisioning the Second Language Classroom: A Vygotskian Approach" (Linda Schinke-Llano);
"The FOCAL SKILLS Approach: An Assessment" (Ashley J. Hastings);
"Toward Theory-Driven Language Pedagogy" (Suzanne Flynn, Gita Martohardjono);
"Input, Triggers, and Second Language Acquisition: Can Binding Be Taught?" (Lydia White);
"L2 Acquisition of Verb Complementation and Binding Principle B" (Joyce L. S. Bruhn-Garavito);
"The Noun Phrase Accessibility Hierarchy in SLA: Determining the Basis for Its Developmental Effects" (Robert L. Hamilton);
"Second Language Acquisition of Relative Clause Structures by Learners of Italian" (Karen C. Croteau);
"On the Teaching and Learning of Grammar: Challenging the Myths" (Diane Larsen-Freeman);
"The Interaction of Pedagogy and Natural Sequences in the Acquisition of Tense and Aspect" (Kathleen Bardovi-Harlig);
"From Input to Output: Processing Instruction and Communicative Tasks" (Bill VanPatten, Cristina Sanz);
"Free Voluntary Reading: Linguistic and Affective Arguments and Some New Applications" (Stephen D. Krashen);
"Teaching with Authentic Video: Theory and Practice" (Anthony A. Ciccone);
"SLA Theory and Pedagogy: Some Research Issues" (Andrew D. Cohen);
"Exploring the Role of Foreign Language in Immersion Education" (James E. Parker, Shirley M. Heitzman, Amy M. Fjerstad, Lisa M. Babbs, Andrew D. Cohen);
"A Variationist Framework for SLA Research: Examples and Pedagogical Insights" (Elaine Tarone);
"Markedness in the Acquisition of English/r/ and /l/" (John C. Paolillo);
"Foreign Accent and Phonetic
Interference: The Application of Linguistic Research to the Teaching of Second Language Pronunciation" (Robert M. Hammond); and "A Study of the Effect of the Acculturation Model on Second Language Acquisition" (Doris Hansen). (MSE)


This project, referred to as the Aviation Careers Accessibility Program (ACAP) established a model program for inner-city minority high school students that would allow them information and accessibility to careers and opportunities in the aviation industry. The project featured two program components: an academic year component during and a 5- or 6-week residential summer component. Over the 3-year grant period, more than 250 students were served. Both components included field trips, guest speakers, career counseling, academic enrichment, test-taking preparation, personal development, mentoring, and exposure to college campus life. Project evaluations were conducted by a questionnaire designed to explore student perceptions and feelings about various aspects of the program. Students were generally positive about their experiences in the program and indicated the program met their expectations and they wanted to be involved in other project activities. They indicated the program helped them to learn how English, mathematics, computer science, and aviation studies were used in the aviation industry. Most students felt the program curriculum was diversified, challenging, and educational. They were very positive about the effectiveness of the field trip experiences. (Appendixes include the following: a composite project evaluation questionnaire; typical course outlines; press release and newspaper article; sample student letter and application; and typical Saturday and summer program agendas.) (YLB)


A needs assessment survey of science teachers in 5th through 12th grades was conducted to answer the following research questions: (1) What factors influence science teachers positively or negatively toward using instructional television (ITV)? and (2) What are the significant needs felt by science teachers in the actual classroom regarding ITV use? Results of needs assessment found eight factors and three stand-alone items that influenced the teachers’ beliefs about ITV use: relevant and accurate; entertaining; instructional support; teacher involvement; accessibility; focus; availability; external approval; the program uses background music; the program is narrated by woman; and smaller class size for effective use. With respect to the significant needs felt by teachers, a discrepancy was found between ideal and actual situations across all eleven variables, indicating serious gaps in technological
innovations in ITV use. Three tables and one figure illustrate the data analysis. (Contains 59 references.) (MAS)

The paper presents a brief history, from the 1920s to the present, of the National Council of Teachers of Mathematics (NCTM) on its 75th anniversary. Major points include: (1) significant progress has been made in the content, methods, and accessibility of mathematics classes over the past 75 years; (2) NCTM has shown strong leadership in responding to concerns about the school mathematics curriculum; (3) the NCTM Standards are not the end of the reform effort, but the beginning; and (4) NCTM needs to do a better job of interpreting the Standards for the public at large. (MKR)

Designing and remodeling educational facilities are becoming more complex with options that include computer-based collaboration, classrooms with multimedia podiums, conference centers, and workplaces with desktop communication systems. This book provides a collection of articles that address educational facility design categorized in the following four sections: conceptual foundations; design elements; selecting media support technologies; and case studies. Issues discussed include a seven-step plan for building effective learning environments, accessibility for the disabled, color as a design element, acoustics, flooring, electrical wiring and power, and issues on using such media support technologies such as overhead projectors, projection screens, interactive media systems, and desktop video. Case studies address the architecture and technology support learning at Dow Chemical, teaching environments at Penn State, the customer-service inspired environment, and audiovisuals in the boardroom and auditorium. The appendix presents a reference guide for design specifications that includes checklists, forms, and other job aids to make the design or facility selection job easier. (GR)

The requirement that programs and activities of schools receiving federal financial assistance be accessible to the disabled has been in force for two decades. This paper presents findings of a General Accounting Office study that examined the accessibility of existing schools nationwide. To evaluate the degree to which accessibility was still a problem, the study used school officials' reports of the amount spent in the last 3 years and the amount they need to spend in the next 3 years to provide access for the disabled. The survey was augmented with visits to selected school districts. Data were derived from a national survey of 9,956 schools, which
elicited a 78 percent response rate, and from site visits to 41 schools in 10 school districts. Over half (53 percent) of the schools reported having spent a total of $1.5 billion in the last 3 years on accessibility. Only about 20 percent of schools reported that such spending was not needed. A total of 56 percent of all schools estimated that they will need a total of $5.2 billion more for accessibility in the next 3 years. Only about 26 percent of schools reported that such spending will not be needed. The site visits showed that schools' physical accessibility varied enormously within school districts. The law does not require a school district to make each of its existing facilities or every part of a facility accessible to and usable by individuals with disabilities. Lack of funding was cited by many as the chief reason for not making schools accessible. Twelve tables and 3 figures are included. Appendices contain a copy of questionnaire items, technical notes, statistical data, and a list of GAO contacts and staff acknowledgements. (LMI)

Giesen, J. M. (1995). Participation Levels of African Americans in the Profession of Blindness Services: Views of Service Providers. Mississippi: 91. This study investigated possible reasons for the observed imbalance in the level of employment of African Americans in vocational rehabilitation (VR) services for persons with visual impairments in Alabama and Mississippi. A survey instrument was developed and administered to 126 administrators, professional service providers, and secretaries employed in Alabama and Mississippi VR agencies for persons with visual impairments. In addition, in-depth interviews were conducted with all 21 black employees in both states. Possible reasons identified included low salaries, lack of jobs, unawareness of the blindness profession, lack of training and education programs, low accessibility of such programs to black students, and negative views and attitudes toward social service occupations by black students and others. Questionnaire and interview responses converged on the following recommendations: (1) increase awareness by strategic publicity and dissemination of information on careers, training programs in blindness services, and blindness as a disability; (2) increase attractiveness by increasing salaries, benefits, and financial assistance for education/training; (3) increase the number and preparedness of potential employees by developing more and different training programs, especially at historically Black institutions; and (4) enhance recruiting, hiring, and job opportunities by strategic recruiting, advocacy of preparedness, employer flexibility, and a commitment to eliminate discrimination. The survey instrument is appended. (Contains 27 references.) (Author/DB)

highlighting the economic benefits and opportunities the school provides to the citizens of Philadelphia and the region. Three broad categories of institutional effectiveness were defined to be economic impact characteristics: service to the Philadelphia communities, and enrollment, access, and student outcomes. Multiple measures of economic development, human development and cost effectiveness are presented in order to demonstrate the prominent and cost effective role CCP plays in the City's economy. CCP's accessibility allows students of all ages and ethnicities to enroll, making it the largest point of entry into higher education for minorities in Pennsylvania. As the only strictly public institution in Philadelphia, CCP contributes to the economy by increasing the productivity and earning potential of its citizens. In addition, CCP provides customized employee education, affordable tuition, and high transfer rates. Students work while attending school, and utilize the education to successfully fulfill future employment goals as well. CCP gives back to the community by providing jobs, purchasing goods and services from local enterprises, and opening their facilities to other community organizations. With its human development and human capital returns on investment in higher education, CCP provides numerous economic benefits to the City and region. (YKH)

This book contains a series of essays that examine the relationships among work, education, and leadership from a philosophical and practical perspective. The essays represent studies undertaken at Harvard's Philosophy of Education Research Center. Among the topics covered are the concepts of education and training, the nature of vocational education, the relationship between art and utility in schooling, and the roles of leadership in education and work. The book synthesizes the theories of the American pragmatist John Dewey and the British idealist R. G. Collingwood. The three essays in section 1 examine the language of work and the idea of vocational education: (1) "The Language of Work" (V. A. Howard); (2) "John Dewey on Work and Education" (Israel Scheffler); and (3) "Reflections on Vocational Education" (Israel Scheffler). Two chapters in the second section examine the themes of art and utility in education and what it means to be an educated person: (4) "Art and Utility in Education" (V. A. Howard); and (5) "On the Idea of an Educated Person" (Israel Scheffler). Section 3 is comprised of two chapters that explore some conceptual and methodological issues of leadership, focusing on its accessibility to direct instruction and its emergence in the work place: (6) "Can Leadership Be Taught?" (V. A. Howard); and (7) "Educating Leadership at Work: (V. A. Howard). Each chapter contains references. (LMI)

In February 1995, the Illinois Community College Board (ICCB) established a committee to study accessibility and opportunity within the community college system. This document provides the Committee's report, focusing on changing conditions and challenges facing the system. Following introductory materials, a paradigm shift between the 1950's and the present is described with reference to the job skills currently needed by high school graduates to compete for entry-level jobs. Next, general characteristics of the state's community college students are described, including the fact that the "typical" student is a 31-year old adult beyond traditional college age, and the most significant barriers faced by these adult students are reviewed, including financial, personal, preparational, geographical, and cultural barriers. Finally, the following six recommendations are presented: (1) reduce financial barriers by modifying the financial aid system, controlling the growth of tuition and fees, and increasing resources to make college more affordable; (2) ensure access by implementing innovative methods for delivering instruction; (3) implement an educational system that moves students from school to work regardless of what point they enter the community college; (4) provide an education that guarantees student success in the job market; (5) enhance teaching and learning through technology, research, and experimentation with classroom teaching; and (6) provide an inclusive, multicultural climate for learning that acknowledges diversity. A list of Board members and information on fiscal year 1995 financial aid eligibility and awards are appended. (TGI)

This resource guide assists Wisconsin educators in successfully including students with disabilities in school-to-work activities with appropriate support services. Section 1 provides an overview of the School to Work Opportunities Act and Wisconsin's state plan for developing a comprehensive school-to-work system integrated with federal efforts such as the Goals 2000 program and the Educate America Act. Section 2 provides information on special populations including legal definitions from various major federal laws and transition follow-up data from national and Wisconsin sources. Section 3 considers strategies for inclusion and covers vocational assessment practices, educational accommodations, vocational education provisions, and gender equity. Section 4 focuses on linking school-to-work efforts with existing human resources in a variety of related programs in Wisconsin. Section 5 reviews legislation and court litigation related to school-to-work program accessibility such as the Individuals with Disabilities Education Act and the Americans with Disabilities Act. Section 6 provides additional resources such as an article on how adults with learning disabilities define learning disabilities, a report on the needs of minorities with disabilities, and information on the role of

Elementary education majors (n=22) in a science methods course at a small liberal arts college in the U.S. Midwest were asked to write a paper about science in their own lives. Based upon their writings, the students were categorized according to the five ways of knowing described by Belenky, Clinchy, Goldberger, and Tarule: silence, received, subjective, procedural, or constructed knowledge. The largest category was subjective knowers and was comprised of only female students. The implications for these subjective knowers involve in accessibility to formal scientific knowledge and expertise. These women were unable to connect to the science they were learning in their classrooms and so turned to their own personal experience upon which they could depend. The large number of subjective knowers and the lack of formal scientific information as an ultimate source of knowledge seen in this study seem to indicate that many students are not making the connection between their science classes and everyday lives. (MKR)


This reference circular lists titles and sources of audiovisual materials on visual and physical disabilities. It also includes topics such as accessibility, assistive technology, education, employment, and recreation as they relate to disabilities. The information is compiled from catalogs and descriptive brochures from producers, distributors, and organizations in the United States. The titles are arranged alphabetically under broad subject headings, and each entry includes, where available, the year of production, length, price for purchase or rental, and additional sources. When a number of titles is available from one source, the source rather than the titles is provided. (Author/AEF)


This paper describes the increased enrollment of individuals with disabilities in institutions of higher education and the special role of assistive technology resources making that possible. Assistive technology is defined as both devices and services which increase, maintain, and improve the functional capabilities of individuals with disabilities. The paper describes important points in the development of federal legislation affecting individuals with disabilities and their participation in education. In particular the paper describes the Technology-Related Assistance for Individuals with Disabilities Act of 1988. This act made discretionary funds available to all states to facilitate their development of consumer-
responsive, statewide technology-related projects. Institutions of higher
education can obtain valuable information about ways to serve their
students by contacting their state's assistive technology project. Types of
information and assistance may include accommodation requirements,
computer accessibility devices, augmentative communication devices, and
modifications of residential and/or student life. A list of 53 state assistive
technology projects’ telephone and facsimile numbers is included. (JB)

Magid, L. (1995). Populism thrives online. InformationWeek, CMP Media LLC:
74.

Reports on the increase in the number of companies that are establishing
their presence on the World Wide Web. Accessibility of the Web through
the Internet computer network; Use of Web as a forum of advertising and
delivery of product and technical information; Dangers for companies
using the Internet to advertise their products.

Massachusetts State Dept. of Education Malden. Early Learning
Services.[BBB33468] (1995). Children First: A Plan for an Early Care and
Education System for Massachusetts. Report of the Special Commission on

Designed to improve Massachusetts' children's healthy development and
success in school, this plan discusses high quality early care and
education programs that are responsive to the needs and preferences of
families, and that provide parenting education and family literacy and
support. The goal of the plan is to create a coordinated system of high
quality care and education for young children that is accessible,
affordable, and responsive to families and children. This report is made up
of an executive summary and several sections. The executive summary
synthesizes the report with regard to recommendations, costs, and
implementation. The second section, titled "The Need and the Challenge,"
discusses long term effects of high quality early childhood education,
school readiness, full-day kindergarten, quality components of early
childhood programs, and the role of families and the public. The section
entitled "Recommendations" elaborates on four recommendations: (1)
family education and involvement; (2) affordability and accessibility; (3)
quality; and (4) structure, and sets priorities for achieving each one. The
"Cost" section explains how cost estimates developed for the report were
derived and estimates annual and cumulative costs for preschool and
kindergarten program improvements. The section titled "Implementation
Plan" suggests a timeline for achieving the recommendations. (Contains
35 references and appendixes). (MOK)


This annual report describes major activities of the National Council on
Disability (NCD) for Fiscal Year 1994. Activities included: conducted a
summit meeting on the Americans with Disabilities Act (ADA); held health
care reform town meetings; communicated with the Health Care Financing
Administration concerning reimbursement of medical rehabilitation
services; held health care meetings and a news conference; celebrated
the fourth anniversary of the ADA; communicated with the U.S.
Department of Transportation concerning accessibility of buses; met with
Microsoft Corporation concerning access to Windows-based software; and
held an ADA Watch Roundtable. Research was conducted in the areas
education and health care reform, and NCD served as part of the U.S.
delegation to the Commission for Social Development of the United
Nations. The report also notes Congressional testimony, liaison with the
National Institute on Disability and Rehabilitation Research, information
dissemination, and quarterly meetings of NCD. Appendices provide
background information on National Council members and staff, a listing

New York State Education Dept. Albany. Office of Higher and Professional
This directory provides a comprehensive guide to special services offered
to assist students with disabilities at 235 postsecondary institutions in New
York State, based on a 1994 survey. Part 1 provides two listings of the
included institutions, one alphabetical and one by sector--State University
of New York, City University of New York, independent, and proprietary.
Part 2 provides summaries of services offered by each institution listed
alphabetically within each sector. Part 3 provides tables of services by
category, to allow the user to determine which institutions offer a particular
type of service. Examples of services listed include: campus orientation
and training services; peer support groups; remedial courses designed for
students with disabilities; wheelchair accessibility; special equipment
available; experiences for students with disabilities who plan to attend
college; special services available with or without cost; and strobe
warning/attention lights. (DB)

North Carolina Univ. Chapel Hill. Commission on Higher Education
Facilities.[BBB27120] (1995). Facilities Inventory and Utilization Study, Fall of
206.
This study presents the results of the 28th annual inventory and utilization
study concerning space in North Carolina institutions of higher education
during the 1994 fall term. The study provides information on 113
institutions of higher education including the 16 public senior institutions
which comprise the University of North Carolina (UNC), 39 private
nonprofit colleges and universities, the 58 public 2-year institutions which
comprise the community college system, and the UNC hospitals at Chapel Hill. All proprietary institutions are omitted from the study, as well as two Bible colleges (John Wesley College and Roanoke Bible College) and a theological seminary (Southeastern Baptist). The study indicates the uses being made of space and provides, where possible, norms and historical information for the past 5 years. Statistics for private institutions are shown by group rather than by institution. The study is divided into four sections. The section on utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. The section on interior space characteristics statistically describes campus space by its uses and the programs to which it is assigned. The section on building characteristics contains data on building age, condition, and replacement cost. The final section reports on accessibility to persons with mobility impairments. An institutional index and subject index are included. (Contains 10 references.) (JB)


A checklist and instructions are presented for evaluating the level of accessibility to school buildings, grounds, curricula, technology, and extracurricular activities for students with physical (mobility) disabilities. Legislative mandates (including The Americans with Disabilities Act of 1990, and Individuals with Disabilities Education Act) for ensuring inclusion of persons with disabilities is reviewed, and the development and field testing of the checklist are discussed. The physical accessibility portion of the checklist includes routes, parking and loading zones, stairs, elevators, drinking fountains, bathrooms, telephones, libraries, cafeterias, and playgrounds. Curricular accessibility covers provision of music, physical education, and cultural arts; academic classrooms; adaptations in academic requirements and instructional materials; and instructional adaptations, including audiovisual aids and computer simulations. Access to extracurricular activities includes counseling and health services, recreational activities, transportation, and groups or clubs. Technology accessibility to allow greater participation in the general education classroom might include adapted computer keyboards and adaptations to other equipment. Instructions are provided for using the checklist, scoring individual items, writing a narrative summary, and methods for collecting data. (SW)


The community college model was developed in response to the inability of universities to meet economic needs and the demand for higher education. Configurations of this model include multipurpose institutions, combing academic, pre-university, technical, remedial, and continuing
education; specialized orientations, offering 2 to 3 years of technical or occupational programs; a binary approach that bridges upper-secondary, postsecondary, college, and/or university education; and approaches that focus on life-long learning. Four characteristics of the community college model are that they exist between upper secondary and university education, they accentuate short-term career or personal development, they are not highly regarded, and they embody the ideal that low costs increase accessibility and economic democracy. For decades, developed and developing countries have used post-secondary education reform to counter socio-economic inequities. Two avenues for reform involve the relationship between community colleges and international development and the role of colleges as catalysts for reform. With respect to international development, however, problems exist with exporting the community college model, including financial considerations, academic considerations related to standards, and issues of cultural colonialism. With respect to the colleges as catalysts for reform, the struggle remains to implement an educational system that recognizes and endorses a multi-ethnic, multicultural society. Such an effort is currently being undertaken in both South Africa and California, although California’s efforts are jeopardized by tight budgets, rising student fees, part-time instructor layoffs, and reduced class offerings. Contains 45 endnotes. (HAA)


A quality Head Start facility should provide a physical environment responsive both to the needs of the children and families served and to the needs of staff, volunteers, and community agencies that share space with Head Start. This manual is a tool for Head Start grantees and delegate agencies for assessing existing facilities, making improvements, and securing space for expansion. The manual is primarily designed for use by the Head Start director, the grantee’s executive director, financial officer, and other persons directly involved in facilities planning and development. Chapters are: (1) "Assessing Head Start Facilities"; (2) "Understanding Head Start Compliance Issues," including meeting performance, legal, and accessibility standards and requirements; (3) "Designing Head Start Facilities," including classrooms, play areas, administrative space, kitchens, bathrooms, buildings and grounds; (4) "Developing Head Start Facilities"; (5) "Funding Head Start Facilities"; and (6) "Finding More Help," focusing on general Head Start resources, exemplary resources, and building and property resources. A listing of HUD Regional Offices is included, along with 13 worksheets. Contains 46 references. (BGC)


This book presents the personal accounts and reflections of 10 individuals who were given leadership responsibility for the implementation of certain aspects of change in institutions of higher education in Great Britain. The contributions illustrate key dimensions of these changes—the development of strategies aimed at widening access, the introduction of new teaching and learning methodologies in light of increasing student numbers and a declining unit of resource, the utilization of short-term project funding to achieve curriculum change, responses to increased competition and accountability in relation to research, emphasis on generic staff development, and the more active and influential role for students in shaping the educational system. The collection begins with Part 1, an introduction by Maria Slowey titled "Reflections on Change—Academics in Leadership Roles." Part 2, titled "Leading Change—Heads of Department and Others," presents "Making It Happen—Reflections on a Varied Career" (Christine King); "A Learning Curve in Change Management" (David Thorley); "Accessibility and Institutional Change" (Richard Taylor); "Using Total Quality Management as a Management Tool in Educational Support Services" (Peter Slee); and "Managing Transformations in University Departments" (Jennifer Tann). Part 3 is titled "Implementing Cross-Institutional Change" and presents: "Using Projects for Dynamic Intervention in the Curriculum of Higher Education" (Freda Tallantyre); "Student Guidance and Support—Changing the Approach" (Geoff Layer); and "Strategic Management of the Further Education Curriculum" (Ian Todd). Part 4, "Opportunities for New Actors in Times of Change," includes "Times of Change or Times of Chance?" (Lesley Cooke) and "Student Unions and Universities in Partnership—The Future of Higher Education?" (Lee Whitehead). An appendix by Rhodri Phillips is also presented, titled "Growth and Diversity: A New Era in Colleges and Universities." (Some papers contain references.) (JDD)


This report describes 21 educational buildings where innovative use was made of information technology in the educational process. The study was partially funded by the Organisation for Economic Cooperation and Development (OECD) Programme on Educational Building (PEB). Site visits were conducted during spring and autumn 1993 to the 21 schools in 14 countries. Data-collection methods included interviews and document analysis. The report identifies four key indicators of change for the design and use of educational environments: (1) defining the place for learning; (2) building connections; (3) developing new building-use requirements; and (4) transforming support facilities for learning. The move toward a technology-rich learning environment raises concerns about relevance, social behavior, accessibility, professional development, equipment provision, and health and safety issues. A glossary is included. (LMI)

Nebraska public schools have experienced a substantial growth in the numbers of children being served by special education programs, particularly in the past 10 years. This increase in services has greatly impacted state budget allotments for special education. For example in 1994, $115 million was appropriated to Nebraska school districts for special education costs; for the 1995-96 school year, the amount will rise to $122 million. The main reason for this increase is the addition of staff members and programming to meet the needs of an increasing number of disabled children. Other reasons why special education costs more than regular education include: (1) a low teacher/student ratio; (2) an increase in the survival rate of disabled children; (3) de-institutionalization of children with severe disabilities; (4) extended school year and extended school day; (5) inflated equipment costs; (6) high costs associated with inclusion; (7) facility improvements increasing accessibility for the disabled; (8) providing services to students placed in private schools; (9) excessive paperwork; (10) transportation costs; (11) shifting of financial responsibility between state agencies; and (12) an increase in student referrals from regular education and other sources. This paper suggests that placing a cap on special education costs is not the answer to control costs, but rather that some costs should become the responsibility of regular education, the Department of Public Institutions, and the Department of Social Services. (LP)


The guide contains profiles of the linguistic situation and English language teaching conditions, in both public and private sectors, in 48 foreign countries. Descriptions include such information as official language(s), qualifications and requirements for teaching English as a Second Language (ESL), typical class sizes and hours, accessibility of and preference for ESL materials, availability of support facilities and services, prevalent methodologies, pay scales and benefits, working hours and conditions, normal class loads, and country-specific items of concern to teachers. The name, affiliation, and contact information of the person who prepared each profile and update is included. Many profiles also list names of persons and institutions that can be contacted for employment information. An additional list of employment and teacher referral contacts is appended. Profiles are organized by continent or region. (MSE)


This study explored the relationship between costs and benefits of supported (inclusionary) education practices as implemented in 10
schools in 9 Oregon school districts. Specifically, results are presented from a series of interviews conducted with special education directors and principals. Interviews explored administrators' perceptions regarding the resource implications of supported education, focusing on: (1) one-time, start-up costs such as physical modifications to buses and other facilities; and (2) ongoing costs associated with supported education, such as changes in daily costs of transporting students and providing aides and resource teachers in regular classrooms. Increasing staff size was found to be a major component of supported education implementation, as resource teachers and aides spent more time working in regular classrooms and otherwise assisting regular classroom teachers. Transportation costs increased initially to make busing more accessible, but declined in the long term as a result of shorter distances travelled by students being served in neighborhood schools instead of district centers. Costs of adapting buildings for accessibility were considerably lower for newer buildings compared to older buildings. Additional staff development was the most significant need expressed by all districts. (PB)


This book addresses the relationship between research universities and the knowledge needs of post-industrial society, focusing on the increased importance of knowledge generation and organization for the economic and social well-being of society. It also discusses how research universities can build better linkages between the expanding knowledge within both the university and in society and can increase the applications and accessibility of that knowledge. Chapter 1 examines the concept of knowledge and the challenges that research universities face. Chapter 2 discusses three spheres of human activity for which knowledge is an increasingly critical resource, namely economic growth, social development, and civic culture. Chapter 3 provides an overview of demographic, social, and economic forces giving rise to constituencies with special knowledge needs to which the work of universities is especially relevant. Chapter 4 offers a matrix for identifying specific knowledge needs by constituency and potential programs to serve those needs. Chapters 5, 6, and 7 describe exemplary programmatic responses at major American research universities to support economic development, enhance human capacities, and nurture a vital civic culture. Chapter 8 serves as a conclusion, summarizing the key characteristics of effective research university outreach programs. (Contains approximately 170 references.) (MDM)

Librarianship, Connecticut.
This collection of papers considers how the school library media specialist serves special needs students and classroom teachers in multiple roles as teacher, information specialist, and instructional consultant or collaborator. Included are the following papers: "Teaching Library and Information Skills to Special Needs Students" (Caren L. Wesson and Margaret J. Keefe); "Assessing Library and Information Skills of Special Needs Students" (Margaret J. Keefe and Caren L. Wesson); "Fostering an Appreciation of Literature in Special Needs Students" (Margaret J. Keefe and Caren L. Wesson); "Vocational Instruction in the Library Media Center" (Deborah Jilbert); "Selection of Materials for Special Needs Students" (Lula Pride and Lois Schultz); "The School Library Media Specialist's Role in Bibliotherapy" (Robert P. King); "Accessibility of School Library Materials for Special Needs Students" (William J. Murray); "Instructional Technology and Students with Special Needs in the School Library Media Center" (Ann Higgins Hains and Dave L. Edyburn); "An Active Role for School Library Media Specialists in the Identification and Placement Procedures for Special Needs Students" (Deborah L. Voltz); "School Library Media Specialists as Partners with Classroom Teachers in Generalizing the Skills of Students with Special Needs" (M. Lewis Putnam); "Fostering Relationships among Special and General Education Students in the School Library Media Center" (Caren L. Wesson and others); "The Special Needs of Gifted and Talented Students in the School Library Media Center" (Caren L. Wesson and Margaret J. Keefe); "Libraries as Laboratories for Learning: Integrating Content, Learners' Needs, and Experience into the Curriculum" (Amy Otis-Wilborn and Terry McGreehin); and "School Library Media Specialists and Professional Development" (Caren L. Wesson). A 35-item annotated bibliography is also provided.

This publication contains 11 conference papers on topics in developmental education. "The Conation Cycle: From Goal to Finished Product" (Joanne Cree Burgert) is on motivation and a learning skills class. "Student Empowerment and Awakening Through Effective Placement Exams" (Robert Holderer) introduces the Modified Primary Trait Scoring System. "Summer Start: A Program to Equalize Accessibility and Responsibility for 'At Risk' Students Pursuing Higher Education" (Lou Tripodi, and others) describes a program at Clarion University in Pennsylvania. "Before Action, Thought: Basis Premises That Inspire Summer Programs" (Robert Miedel) describes a traditional introductory English course that added components to teach writing, critical thinking, and study skills. "Finally, A Way In: Case Writing and Educational Accountability" (Joan Mims) explores how teachers can share pedagogical
responsibility through case writing. "Empowering Students with Learning Disabilities: A Partnership Between Students, Faculty, Counselors, and Disabled Student Services Providers" (Joan Sasala) describes the roles and aims that should be assigned to faculty and counselors helping the learning disabled. "Undergraduate Reentry Women's Perceptions of the Classroom Environment" (Caroline Wilkie and Sandra Dean) describes a study which found that reentry women faced negative feelings about themselves much more than reentry men did. "Six Steps to Writing a Research Paper 'From Beginning to End'" (Karen O'Donnell and Mary Lou Palumbo) describes a teacher-developed approach. "New Thoughts on Outreach" (Joe Reilly) describes an outreach program aimed at educationally and economically disadvantaged students involving professional and paraprofessional tutoring and counseling. "Functional Curricula in the Workplace" (Elaine Weinberg) describes a program to develop and teach industry-focused, job-functional curricula for workers. "Training Writing Students Formally" (James Boswell) describes the development of a course to train undergraduate writing tutors. Most papers contain extensive references. (JB)

Reports on the plans of Microsoft Corp. for its Microsoft Network (MSN). World Wide Web accessibility to MSN subscribers; Attitude of on-line service providers CompuServe Inc., America Online and Prodigy to announcement; Allowing of MSN development tools such as Blackbird to be used to develop applications for the Web.

This site lists, and links to, World Wide Web Consortium (W3C) technical reports and specifications (recommendations). The W3C was founded in 1994 to develop common protocols for the World Wide Web, the universe of information accessible through networked computers. Its long-term goals are superior Web technology (by promoting interoperability and encouraging an open forum for discussion), universal Web accessibility, and responsible Web application (as essentially a medium for human communication).

A survey of 131 southeast Louisiana educators revealed a significant discrepancy between educators' familiarity with technology and media, and the accessibility of such technology. A questionnaire asked subjects (73% female, and 27% male) to respond to a variety of items indicating familiarity with and accessibility to technology. In addition, respondents
were asked to describe major impediments to technology usage, and to indicate what types of assistance would be most helpful in promoting technology use. Overall, respondents consistently reported that their level of technology knowledge exceeded the availability of the technology. For example, although 80% of the subjects reported being somewhat or very familiar with CD-ROM technology, only 51% reported having that type of technology available in their schools. Educators reported that the most serious impediment to technology usage was the lack of hardware (approximately 80%), followed by lack of training and lack of software (approximately 78% each). Respondents also reported that in-service workshops, conferences, and district technology consultants were helpful means of gaining technological knowledge. Three tables illustrate data. (Contains six references.) (Author/MAS)

The current wave of reform in education, often referred to as systemic change, requires specific evaluation needs, especially at the school district level. Evaluation must address both the local district effort for systemic reform and restructuring. The state and national need to demonstrate accomplishment of student outcomes and adherence to professional standards should be taken into consideration. As evaluators of the Michigan Statewide Systemic Initiative (MSSI), a National Science Foundation sponsored program for reform of mathematics and science education, the authors operate under the premises that everyone is a stakeholder in the evaluation and that all stakeholders need to be actively and collaboratively involved. A collaborative, constructivist approach to evaluating the MSSI gives due consideration to the statewide and local interests. The authors used variables related to knowledge accessibility, the press for achievement, and professional teaching conditions to construct seven instruments for evaluation to allow the district to compare itself to similar districts. One table lists the variables. (Contains 30 references.) (SLD)

A case study investigated the use of telematics technology in the delivery of learning programs from a rural high school in Western Australia to four receiver schools. Telematics is an audiographic computer system that simultaneously links a teacher to classrooms in one to five other schools. The program was introduced in 1991 to widen curriculum choices for rural, isolated students. Interviews with administrators, teachers, and program coordinators at the delivery and receiving schools focused on six key program factors: accessibility, ease of use, reliability, functional application, organization, and lesson delivery. The study concluded that sharing of resources within a small cluster of schools has enabled schools
to increase curriculum choices, allowed staff and students to become familiar with computer-based technology, encouraged and motivated staff to develop innovative educational practices, developed cooperation between schools in the network, increased retention of students in postcompulsory education, and increased opportunities for girls to develop technological competencies. It was also found that the location of the telematics equipment in the school was significant to program success, and that staff wanted existing facilities and equipment to be upgraded to improve lesson delivery. Staff also expressed concerns related to the level of program support and commitment demonstrated by the Ministry of Education, and the provision of a capable and reliable telephone service essential for program implementation. Contains 24 references. (LP)


Sample components of the Comprehensive Teacher Training Programme (CTTP), a distance education program offering four academic upgrading courses to Caribbean women who are untrained elementary school teachers are presented. Though the bulk of the publication is made up of materials from these distance education courses, the opening section contains descriptions of the program's general goals, its design for easy access, its flexibility, its relevance and functionality, its teaching and learning processes, its accessibility and gender inclusiveness and simplicity, and its delivery and support system. These points suggest that the program is well designed to serve nontraditional women students. The sample materials appended include: (1) the program brochure; (2) tables of contents for mathematics modules and for the integrated science school-based assessment assignments showing program accessibility; (3) information on designing materials for and supporting busy learners to show course management flexibility; (4) graphics, reading exercises, and home science experiments showing relevance and functionality; (5) an integrated science module table of contents, introduction, summary and glossary, a module test marking sheet, and a science module; (6) data on program employee gender, sample edits of program materials highlighting sexist material, and material on identifying and correcting sexist language to demonstrate the program's accessibility, inclusiveness, and simplicity; and (7) a sample radio announcement to show the program's delivery and support system. (JB)


Results of studying inclusion of Illinois students with disabilities in regular education are presented. The moral, educational, and legal bases for inclusion in public school general education were reviewed. Differences regarding planning and decision making for children with disabilities were
investigated in three schools that were relatively more inclusive and three schools that were relatively less inclusive. Illinois practices were also compared to inclusive educational practices in Vermont and Colorado, two states identified as significantly further along than Illinois in implementing inclusive practices. Focus group interviews were conducted with about 80 parents and educators in Illinois, and due process decisions over 4 years were examined. Barriers to inclusion are discussed in the areas of information, attitudes, instruction/technology, leadership, accessibility, organization, operational and implementation problems, financial issues, regulatory barriers, and legal barriers. Ten recommendations to remove barriers to inclusion are offered. Ten case law citations and six statutory and regulatory citations are included. (Contains 27 references.) (SW)

This report reviews economic factors affecting the universities of Ontario, Canada. In 34 tables and 25 figures it provides comparative data with other Canadian and American institutions over the past 15 years. An executive summary reveals that operating grants from the Ontario government have been declining, and that many universities have been forced to lay off staff and reduce spending in response to budgetary difficulties. In addition, public financial support, transfer payments, and provincial support to Ontario universities have not kept up with economic growth or the growth of government. Canadian universities receive about 25 percent less government support for each student than they did in 1977-78 (compared to the 10 percent decrease for U.S. universities in the same time period). Tuition fees have increased less over the course of the past decade in Ontario than in any other part of the country. Ontario universities are also spending 17 percent less on salaries for each student enrolled than in 1977-78 and less on buildings, land, and site services than have universities in seven of the nine other provinces. The report concludes that the continuing crisis of underfunding threatens both quality and accessibility unless increased financial support and greater funding is forthcoming. An appendix provides an update of the Ontario University Non-Salary Price Index. (GLR)

Forty-one college students with disabilities were surveyed to obtain their perceptions of how other students, faculty, and staff view them and to collect data about the accessibility of the university campus. A majority of the students surveyed believed that others viewed them as capable. Approximately one-fourth felt that others responded to them in a supportive manner, and one-half believed that others responded as if the disability did not matter. An 11-statement scale (the Positive Social Attitude Scale) was developed to measure subjects' perceptions of other
students' interaction with students with disabilities. The scale identified social behavior as the strongest factor in explaining variance. Subjects who had a more positive perception of others perceived less resentment from others. Subjects' comments from an open-ended section of the survey questionnaire are presented, focusing on recommendations to encourage acceptance and increase social contact for students with disabilities. Recommendations include faculty modeling of positive behavior in interacting with students with disabilities and increased use of cooperative work in classrooms. Decreasing physical barriers is also believed to increase social interaction by improving access to university-sponsored events (via bus service expansion, for example). (JDD)


This paper examines patterns of change in the number of Aid to Families with Dependent Children (AFDC) recipients in nonmetropolitan and metropolitan Texas counties, 1980-1990. Specifically, the paper analyzes how changes in AFDC enrollment can be explained by demographic and socioeconomic characteristics and the extent to which factors explaining AFDC usage vary in metropolitan and nonmetropolitan areas. Data on the number of AFDC recipients for years 1980 and 1990, changes in AFDC recipients from 1980 to 1990, and percent changes in AFDC recipients from 1980 to 1990 were statistically analyzed with regard to population characteristics; work force patterns; environmental variables such as household income, poverty level, unemployment rates, and educational attainment; and accessibility (as indicated by metropolitan or nonmetropolitan status). Results indicate that population characteristics such as total size, rurality, age, race, and marital status were the most dominant variables in explaining the number of AFDC participants. However, over the 10-year period, environmental and organizational variables also played important roles in predicting changes in AFDC enrollment. It was also evident that factors significantly related to AFDC enrollment were more varied in number and conceptual bases in 1990 than in 1980, and in nonmetropolitan than in metropolitan areas. Includes numerous data tables. (LP)


During the 1980s, school-community partnerships increased nationwide, prompted by diminishing federal and state financial support for education, increasing numbers of at-risk students, and initiatives promoting local decision-making. Numerous examples in the literature portray partnerships involving "adoption" of schools by businesses, school use of mentors or volunteers, provision of financial incentives to students, and
school-to-work transition. However, most examples have a decidedly urban focus, and students with disabilities are seldom targeted. Although rural areas have unique problems that may hinder the development of partnerships, this paper offers the more optimistic view that rural areas also possess unique resources upon which successful partnerships can be built. A primary advantage of rural areas is the synergistic relationship between the school and the community that it serves. This synergy is evident in the informality of rural community politics, accessibility of individuals to each other regardless of position, acquaintanceship of parents of disabled students, rural-oriented work ethic, and ease with which local resources can be identified and accessed. Examples of rural partnerships that facilitate the postsecondary transition to work of disabled and special needs students include a regional skills training program held at community sites and businesses in rural eastern Oregon, and two instances in which community coalitions made possible the supported employment and eventual independence of developmentally disabled persons in rural Mississippi. (SV)


Accessibility is widely implemented in community colleges through curriculum comprehensiveness and services designed to meet the needs of students with special or non-traditional needs. The current threat to open access in community colleges arises from general funding restraints, forcing colleges to slash programs that are not economically viable, and from increasing pressure from the private and public sectors to conform to training requirements specified by industry. Currently, one third of the population continues to decline higher education participation and economic capability. Meanwhile, the existing student population is older, more female, more part-time, and with lower measured academic ability. The U.S. Department of Labor anticipates that by the year 2000, there will be more jobs than qualified people in highly skilled occupations; and that 90% of new jobs will be in the service sector, requiring higher levels of literacy and technical expertise. The following six strategies can help colleges extend the opportunity of "access to quality" and "access to success": (1) develop linkages and partnerships with public and private agencies; (2) shift the burden of vocational training to the private sector; (3) focus on a general academic core; (4) eliminate community service programs; (5) combine open access with selective programs; and (6) direct resources to improve remedial programs. Contains 50 references. (KP)


In 1992, Hudson County Community College (HCCC), in New Jersey, began a mission review process to expand from a limited, career-oriented
institution to a comprehensive urban community college. Mission statements were reviewed from 67 comprehensive community colleges in 22 states and a questionnaire was devised to determine college staff and community perceptions of the importance of 33 possible functions, programs, or services; record personal/professional data; and generate open-ended comments. The questionnaire was distributed to 1,117 HCCC staff and students, county residents, and representatives from business and industry, with 367 responses being received. Functions ranked as most important by respondents included career and transfer-oriented degree programs, comprehensive curriculum, affordability and physical accessibility, and job re-training. Items ranked lowest in importance were access regardless of educational background, college as resource for economic development, courses to develop informed citizenry, space for community groups, intercollegiate athletic teams, and bilingual courses. Responses also indicated that there were no significant differences between the college and community responses, but respondents who identified themselves as "informed" rated every item as more important than those who identified themselves as "not informed." From these activities, a draft mission statement was prepared and discussed at an all-day forum held with 100 college and community members. Finally, a new mission statement was adopted in April 1993. (KP)

Hitchings, P. B. (1994). Development of a Communication Structure for School/University Collaboration: The COAR Model. Pennsylvania: 126. This case study of the early development of a communication structure tested strategies designed to confront traditional barriers to school-university collaboration. It examined the development of CDNET, a consortium of 35 libraries of multitype educational institutions in northwest Pennsylvania which is providing CD-ROM access to library patrons. Identified barriers included lack of research, resistance to change, conflict among partners, and lack of communication. Strategies implemented to overcome these barriers were openness, awareness, and responsiveness. The resulting communication model is identified as the Collaborative Openness, Awareness, and Responsiveness (COAR) Model. Data were gathered during the 2-year planning and implementation stage of CDNET by analyzing the partnership's communication documents and efforts and by conducting three sets of interviews with decision-makers and implementors. The results of the study established a strong consensus of primary motivations between school and university personnel. The common thread of the motivations given seemed to be the use of technology and networks to provide faculty with greater accessibility to information. Findings on perceived obstacles showed less consensus and identified a greater number of items. Five appendixes provide copies of interview questions, as well as lists of motivations and obstacles discovered. (Contains 45 references.) (MDM)

This paper is a review of emerging occupational opportunities for librarians and information professionals. It is structured around three concepts: working assumptions; changing environments; and emerging job opportunities. In the first section, the six assumptions upon which this review is based are outlined. The second section begins with a discussion of what and where the jobs are, including the difficulties in identifying opportunities, job titles, information management parameters, tracking vacancies, preparing and marketing oneself, and writing and presenting credentials. Proposals about the changing environment are examined: (1) information is coming to be regarded as a universal resource needed by all levels of society and in all sectors; (2) top level management and professionals in other disciplines are coming to realize that specialized education and training for information work is essential; (3) the library and information science field is the preeminent field that traditionally has educated and trained information professionals; and (4) too many resident job placement and counseling officers and programs at library schools still think primarily in terms of traditional librarianship jobs and recruitment channels. Several examples are given of business's realization of the key role of information resources. The strategic value of information, and self-image and its influence on others' image of information professionals are highlighted. The third section begins with an overview of emerging occupational opportunities, including why the new information intensive jobs are occurring; pinpointing jobs by economic sector and type; and the common information management component of new jobs (existability; availability; accessibility; retrievability; deliverability; and usability). Finally, nine employment sectors/segments are introduced: manufacturing/extractive industry companies; services businesses; government agencies and public utilities; academic and educational institutions; hospitals and health institutions; agricultural and food processing businesses; professional and trade associations, not-for-profits; research consulting organizations; and arts and entertainment organizations. An appendix provides key information components and illustrative considerations for each of the nine sectors. Eighty-two related readings are recommended. (Contains nine references.) (MAS)


The goal of NAEYC's National Institute for Early Childhood Professional Development is to improve the quality of services provided to young children and their families by enhancing the quality, consistency, and accessibility of early childhood education professional preparation. In this compilation of presentations, key leaders offer their perspectives on achieving the Institute's goal of an articulated professional development
system, represented by the early childhood career lattice. The first article presents the conceptual framework for this professional development system and outlines the official position of NAEYC. The remaining articles are the opinions of the authors and are presented in four parts. Part 1 indicates the different kinds of programs from which early childhood educators enter their careers and the resulting inequities in status, differences in standards for programs and practitioners, various program delivery mechanisms, and lack of consensus on cherished values. Part 2 opens with five descriptions of various components of the profession's core knowledge and emphasizes the need for specialized professional development options that build on this knowledge. Also included are articles that discuss the knowledge base for the Baccalaureate Early Childhood Teacher Education Program and a contextual model to promote professionalism in early childhood education and care. Effective strategies that can improve the day-to-day skills of professionals who are engaged in fostering each other's learning are explored in part 3. The volume concludes with practical and policy implications of this vision of a coordinated professional development system and shifts the focus to financing for professional development and compensation of early childhood staff. (BAC)

Rapid advancement in computer technology in recent years, including easy accessibility, expansion of computer networks, and diversity of applications, support the use of computer-assisted instruction (CAI) in second language education. All secondary schools in Japan now have computers and computer instruction. Misconceptions about computers and their capabilities persist, particularly among teachers. The proliferation of software makes many instructional applications feasible. In Japan, hardware is developing rapidly and becoming more affordable, but commercial educational software is expensive and not well developed, despite interest among educators. Computers can be used in English-as-Second-Language instruction in many ways: preparation of lessons, instructional materials, and tests; professional information and materials exchange; classroom management; multi-media presentation; and for individualized instruction. Their versatility, efficiency, and accuracy offer many advantages. Disadvantages include technical limitations, perennial need for new software, cost, and continual obsolescence. Parallel benefits and disadvantages are found in CAI. A significant advantage of CAI is its potential for individualization without additional teachers, and this use promotes active participation in learning. Teachers wishing to begin CAI are encouraged to consult with colleagues familiar with it and to research resources available through their own or nearby institutions. Contains lists of online TESL resources; organizations; useful e-mail addresses; funds for CAI; and a commercial database address. Also, contains 17 references. (MSE)
A campus climate study was conducted at Olympic College (OC), in Washington, to measure student, staff, and faculty perceptions of acceptance, support, and understanding of diverse groups on campus. Specifically, the student and staff survey instruments requested participants' level of agreement or disagreement with respect to 22 statements about the campus social and learning environment; sensitivity to ethnic, age, gender and physical differences; OC's role in encouraging diversity; accessibility; awareness of cultural differences; and student organizations and support services. Surveys were mailed to a sample of 1,755 main campus students and all 18 campus administrators, 93 full-time faculty, and 118 classified staff. Usable surveys were received from 1,138 students, 12 administrators, 28 faculty, and 54 classified staff, for a total of 1,232 responses. Responses were analyzed to determine heterogeneity or independence, significant differences in variance between groups, and differences among means. In general, students and staff were positive with respect to the acceptance of diversity at OC, although some areas for improvement were identified, including OC's role in helping people from diverse backgrounds work together, helping students understand what is unacceptable about mistreating people because of their differences, and providing curriculum and programs to address cultural diversity. The survey items, including tables of student and staff responses, a description of findings, and a brief recommendation for each, comprise the bulk of the report. (KP)


This text offers case studies, models, and specific techniques to assist children, teenagers, and adults with disabilities to participate more fully in local school and neighborhood social and leisure activities. Three basic themes are stressed: first, that of using a community leisure facilitator to support people with disabilities in community programs; second, the importance of discovering local groups and activities for people of all ages; and, finally, the importance of helping people with disabilities to try new activities and experience participation. The following chapters are included: (1) "The Case for Inclusive School and Community Recreation" (M. Sherril Moon); (2) "The Community Leisure Facilitator" (M. Sherril Moon et al.); (3) "Strategies for Successful Inclusion in Recreation Programs" (M. Sherril Moon et al.); (4) "Finding or Creating fun in Your Community (M. Sherril Moon et al.); (5) "The Impact of Federal Legislation on Recreation Programs" (Rikki S. Epstein et al.); (6) "Environmental, Material, and Procedural Adaptations to Promote Accessibility" (M. Sherril Moon et al.); (7) "Encouraging Play Among Children with Disabilities with Commercially Available Toys" (Frances L. Kohl and Paula J. Beckman);
(8) "All Kids Can Participate in General Physical Education" (Martin E. Block); (9) "Promoting Inclusive Recreation and Leisure Opportunities for Adults" (Pam Walker); (10) "A Model for Making County and Municipal Recreation Department Programs Inclusive" (Gina Wagner et al.); (11) "Including Children with Disabilities at Summer Day Camps: A Process for City-Wide Change" (M. Sherril Moon et al.); and (12) "Disability Awareness Training and Social Networking" (Laura L. Zygmunt et al.). Papers contain references. (DB)


This report presents the results of an evaluation of the English-as-a-Second-Language (ESL) programs in the Nanaimo (British Columbia, Canada) public schools. An introductory section gives background information on the history of ESL programs in the district, the origins and design of the study, and four principles (utility, feasibility, propriety, and accuracy) guiding the investigation. The main portion of the report details findings in four areas: (1) attitudes and beliefs of learners, parents, teachers, and other school personnel; (2) the impact of the program on students, parents, teachers, and school personnel and administrators; (3) processes through which the program is initiated, interpreted, and supported, and the nature of the program as it develops in practice; and (4) program nature, relevance, suitability, and accessibility and the satisfaction of educational partners with their level of involvement in program planning, development, and implementation. Within these four categories, key issues and potential uses for information gathered in the study are summarized. The report concludes with 25 specific recommendations for school district action. Appended materials include additional program background information, details of provincial funding and policy, support documents reviewed for the study, school district ESL program philosophy, and survey response tabulations. (MSE)


This federally mandated report describes Fiscal Year 1993 activities of the National Council on Disability, which provides leadership in the development and evaluation of disability policy. The report states the mission of the Council and names of its members and staff. It provides synopses of research conferences, news conferences, testimony before Congress, and liaison with federal and international agencies. Recommendations from six reports published by the Council in 1993 are provided. The six reports concern the following: (1) implementation of the Americans with Disabilities Act; (2) the unique needs of minorities with disabilities; (3) financing assistive technology; (4) access to health
insurance; (5) the impact of elementary and secondary education programs and special education for children with disabilities; and (6) wilderness accessibility. Appendixes to the report provide Council member and staff biographies and a publication list. (JDD)


An interconnection of computer networks, telecommunications services, and applications, the National Information Infrastructure (NII) can open up new vistas and profoundly change much of American life. This report explores some of the opportunities and obstacles to the use of the NII by people and organizations. The goal is to express how improvements in the technical foundation upon which all modern communications rests can benefit all Americans by focusing on the uses of the NII and the benefits to be derived by applications of advanced computing and communications technologies. This document describes how the evolving NII can: enhance the competitiveness of our manufacturing base; increase speed and efficiency of electronic commerce; improve health care delivery and control costs; promote development and accessibility of quality education and lifelong learning; improve effectiveness of environmental monitoring and assessing human impacts upon the earth; sustain the role of libraries as agents of democratic and equal access to information; and provide government services to the public faster, more responsively, and more efficiently. In addition to articulating a national vision that can serve as a framework for discussion and dialogue, a second goal is to improve public policy-making, to identify critical barriers, enablers, and the tools of government action most effective in each of these areas. In this way, the benefits of government activities in support of the NII can be maximized, while minimizing unintended or undesirable consequences. Several themes emerge: equity of access; pursuit of demonstrations and pilot projects; standards setting process; privacy and communications security; training and support; identification of long-term research and development priorities; and performance measurements to assess both public and private investments and experiments. It is hoped that careful consideration of the policy questions raised here will both facilitate the development of the NII and guide its evolution so that it best meets public purposes. (MAS)


A study examined the agricultural technology system in Venezuela with emphasis on the dairy industry. An analytical framework was used to identify the strengths and weaknesses of the following components of Venezuela's agricultural technology system: policy, technology
development, technology transfer, and technology use. Selected government documents were revised, and the following individuals were interviewed: 7 national- and state-level policymakers, 22 agricultural researchers, 18 extension agents, and 33 dairy farmers. It was discovered that government expenditures on agriculture averaged 4% of the country's total expenditures during the past 10 years. Accessibility of external sources of technical dairy information to agricultural researchers was found to be low, and three-fourths of the extension personnel interviewed indicated that direct contact between public research and extension personnel occurred either never or only on an ad hoc basis. Although most farmers had knowledge of basic animal husbandry practices, those practices requiring higher input costs, modern equipment, specialized personnel/skills, and/or sophisticated management abilities were adopted less frequently. It was recommended that the government's financial commitment to the agricultural sector be increased and linkages among researchers, extension agents, and farmers be improved. (Contains 29 references.) (MN)

This master plan for 1993-98 is Patrick Henry Community College's (PHCC's) long-range planning document, designed to guide the college through the 5-year period. Section I provides background information on the history of the college; community characteristics; population trends in Martinsville, Virginia, and the surrounding counties of Patrick, Henry, and Franklin, which comprise PHCC's service area; the racial, gender, and age composition of the service area; employment in the area; per capita median family income for the area; social problems; and education in the service area. Section II presents enrollment data, including annualized full-time equivalent (FTE) enrollments, headcount and FTE's full- and part-time enrollment, male and female enrollments, enrollment by ethnicity, enrollment by categories, day and evening headcount enrollment, headcount enrollment by age groups, financial aid awards, and sources and uses of funds. Section III describes the planning process used at PHCC, the process used to develop goal statements, and the college's mission statement. In addition, this section presents the college's long-range goals with respect to curriculum and instruction; student development; academic support; college and community partnership; accessibility; human resources; facilities; organization, leadership, and administrative processes; finance; and technology. The report tables and figures provide demographic, enrollment, and financial data throughout the document. (KP)

In June 1992, Maui Community College (MCC), in Hawaii, conducted a survey of the communities of Maui, Molokai, Lanai, and Hana to determine perceived needs for an associate degree and certificate program in electronics and computer engineering. Questionnaires were mailed to 500 firms utilizing electronic or computer services, seeking information on the anticipated level and configuration of job openings within the next 5 years, types of in-service training, curricular emphasis, and class scheduling accessibility. Study findings, based on 102 completed questionnaires, included the following: (1) 55 of the 94 Maui firms that responded anticipated adding staff within the next 5 years; (2) 50 of these firms stated that they would consider hiring graduates of the proposed program, resulting in a total of 118 anticipated new hires; (3) 82% of these firms indicated that they would pay $8 per hour or more; (4) small service and repair companies accounted for 46% of the Maui firms willing to hire program graduates, with other major segments including government, banking, computer/office equipment, and engineering; (5) 70% of these companies reported 15 or fewer employees; (6) 37 of the 94 Maui firms estimated that 109 employees would need in-service training in computer programs, applications, systems, and microprocessors; (7) for the 7 firms responding from Molokai and Lanai, 1 Molokai firm anticipated hiring 1 new employee in the next 5 years, though a need for in-service training was expressed. The cover letter, survey instrument, and employer comments are attached. (KP)


A model was developed for evaluating formal and informal learning by older adults in a variety of contexts. The model, which adopts a longitudinal approach, focuses on the outcomes of provision and is based on the assumption that outcomes should be evaluated in light of the processes (accessibility and responsiveness of provision, appropriateness of instruction to participants, user satisfaction, and cost) by which they have been achieved. The model was developed with consideration for the essentially unquantifiable nature of many outcomes involving older adults, particularly in informal contexts; however, it includes provisions for supporting qualitative data by quantitative data. The model was used in case studies of the following program for older adults: Discovering New Horizons Group (a 5-day residential program in the Grampian region of Scotland that offers mainly outdoor activities to individuals aged 50 or older); Video in Pilton 50+ Group (a program teaching older adults to produce videos); and Pensioners Action Group East (a pensioner's group in Glasgow, Scotland that operates an education and information center for older adults). The case studies confirmed the model's validity as a tool for funders, policymakers, providers, and participants to use in evaluating local community-based initiatives. (Contains 11 references.) (MN)

Since the Americans with Disabilities Act of 1990 has gone into effect, many libraries are evaluating and improving their library services for people with disabilities. There are nearly 110,000 children in Missouri who receive some type of special education assistance because of physical, mental or emotional impairments. Through an anonymous exploratory survey, this study presents an overall description of library programs for children with disabilities in Missouri. A self-administered questionnaire was mailed to the youth services librarians at 97 of 130 Missouri public libraries. A simple random sample was drawn to select the subject libraries; 53 questionnaires were returned. The librarians and libraries in Missouri are beginning to take steps to provide library programs for children with disabilities. Many libraries address the special needs of people with disabilities in their mission statements. Three-fourths of the subject libraries are completely physically accessible to disabled children. A majority of the responding librarians have attended a seminar or workshop related to library service for people with disabilities. To improve library programming for children with disabilities there is a need for: increased special funding, increased efforts to identify and contact children with special needs, and more specific and practical education and training for youth services librarians. Eleven tables present information on programs, accessibility of facilities and library types and size. The library survey is included in the appendix. (Contains 31 references.) (Author)


This guide, which was developed for Canadian literacy teachers, contains practical guidelines for including people with intellectual and other disabilities in literacy education. The foreword examines the problems caused by various barriers that have traditionally excluded intellectually disabled individuals from literacy programs, and the introduction outlines the benefits of inclusion. Chapter 1 takes a systematic look at the various literacy programming options available in Canada (community-based volunteer tutor programs; library programs; school-based programs; literacy and adult basic education programs at community colleges; and vocational, job readiness, and workplace literacy programs). Provided in chapter 2 are "snapshots" of inclusive literacy practices in community-based, library, learning center, community college, and workplace programs. The following components of successful programs are explained and illustrated in chapter 3: strong leadership, supportive instructors and tutors, inclusive eligibility criteria and assessments, individualized instruction and use of resources, provision of supports encouraging accessibility, opportunities for tutor training/support, flexible approaches to evaluation, and outreach. Chapter 4 presents a sampling of successful instructional methods, and chapter 5 lists a series of questions
and answers regarding tutor competencies and attitudes. Concluding the guide are a discussion of future challenges and directions and a 17-item bibliography. (MN)


This paper reports on an independent review of two examinations designed to assess teacher competencies: the Praxis Series and the Content Mastery Examinations for Educators (CMEE). The review was ordered by the Montana Department of Public Education in order to decide which battery of tests would replace the National Teacher Examination (NTE). The paper, which is a point-by-point examination of the Praxis Series and the CMEE, covers: (1) a general description of each examination; (2) test content; (3) accommodation for people with disabilities; (4) development; (5) technical and psychometric aspects (validity, bias, reliability, and score reporting); (6) strengths and weaknesses; and (7) a discussion of each test series. The paper concludes with a general discussion on the role of assessment of knowledge and skills in various professions. Findings of the study indicate that the CMEE and the Praxis Series are both appropriate assessment batteries; both have been developed and studied to assure validity and reliability. However, during the study, while technical assistance was readily available from the National Computer System staff regarding CMEE, getting information on the Praxis Series from Educational Testing Service was more cumbersome. The study concludes that assessment of knowledge of candidates for teaching certificates must serve the state (representing the children) and the teaching profession by assisting to certify only qualified candidates. The process should be kept simple and efficient for candidates, assessing the areas the state and profession deem necessary, and variables such as score reporting, cost, and accessibility ought to be considered when making decisions on assessment instruments. (ND)

Santa Fe Public Schools NM.[BBB37311] (1994). Santa Fe Public Schools Facilities Master Plan. Elementary School Planning Standards. New Mexico: 71. This document contains policies and standards to guide the design and evaluation of elementary schools in the Santa Fe Public School District. These policies and standards can be used for a variety of purposes: to serve as a checklist to evaluate existing schools, to identify capital outlay needs to bring all schools to minimum standards, and to serve as a basis for new school design. The document is divided into three sections addressing: (1) the school site (size, location, and quality; site accessibility; and site features); (2) school plant assessment (exterior and
interior building components, heating/ventilation/air conditioning, plumbing, electrical/telecommunications, safety/security, and school plant maintainability); and (3) adequacy and environment for education (adequacy--size and relationships, and environment). (Appendices present criteria for assignable square footage, a needs analysis for a prototypical elementary school, a handicapped accessibility checklist, and an illustrative plan.) (EV)

Starnes, L. D. B. (1994). The Knowledge Sources of Iowa Family Child Care Providers. Texas: 87. This study sought to identify where family caregivers acquired their knowledge of children and child care and to determine which knowledge sources and influences may contribute most to specialized early childhood knowledge; such information may improve the effectiveness and efficiency of training programs for caregivers. In collaboration with the Iowa Resource and Referral System, a survey of home day care providers was conducted, asking them to identify and evaluate the sources of their knowledge about children. Data were analyzed for geographical and subgroup patterns that could be matched to particular training types, elements of training, and sources of knowledge. Although analysis of data revealed no significant differences for any caregiver subgroup, some preferences were found that may be useful for training organizers. For all groups, the most useful source of knowledge reported was parenting. The source of specific early childhood knowledge most cited was formal education courses. Results were insignificant pertaining to the most useful type of training reported, although some groups had preferences, which may be useful to trainers. For all groups of caregivers, announced topic of training was the most important factor in deciding to attend training. Recommendations include: (1) targeting caregivers as parents, rather than as caregivers; (2) collaborating with parent education agencies, the Child Care Food Program, and other organizations; (3) improving accessibility of information to caregivers; and (4) targeting training as determined by careful needs assessments. (References and the survey instrument are included.) (TM)

Sun, Y. (1994). Parental Involvement: A Contrast between Rural and Other Communities. Missouri: 16. This paper examines rural-urban differences in parent involvement in their children's education, drawing upon such concepts as "community attachment," "community cultural context," "family cultural capital," and "community social capital." As part of the 1992-93 Missouri School Improvement Program, nearly 57,000 parents whose children attended 296 Missouri schools completed a survey that included five items measuring the extent of parent involvement. Schools were grouped into four categories, based on rural or urban school in metropolitan or nonmetropolitan county. Parent involvement was positively related to
socioeconomic status (SES) and parent rating of the accessibility of school staff, and was negatively related to minority status, student grade level, number of children in the family, and single-parent status. When these control variables were held constant, parents whose children attended nonmetro rural schools scored significantly higher on parent involvement than parents in any of the other categories of schools. At the same time, independent of control variables and location of residence, parents who had lived longer within the school district participated more than more recently arrived parents. The effect of SES on parent involvement was greatest in nonmetro rural schools. The results indicate that the effects of individual and contextual characteristics on parent participation can be independent and additive to one another. Contains 22 references. (SV)

Migrant farmworkers are the most disadvantaged of minority groups, but their needs and problems go unnoticed and unmet in most communities. Mobility, language and cultural differences, and health and nutrition problems combine to produce negative effects on school achievement. An estimated 70 percent of adult migrants have not completed high school. Although migrant farmworkers include many ethnic groups, they share a certain life style and many behavioral patterns. Migrancy as a culture tends to produce similarities in sex role expectations, roles of adults and children, dealings with social institutions, feelings of powerlessness, and attitudes toward authority. These cultural traits have implications for the success of adult education programs. Following the failure of a residential program for migrant school dropouts, the University of Tennessee established high school equivalency (UT-HEP) programs at four sites with high concentrations of migrant farmworkers in North Carolina, South Carolina, Georgia, and Tennessee. This outreach program has surpassed its enrollment target each year and attracted both recent dropouts and adults. Program success is attributed to student empowerment, accessibility, flexibility of class schedules, culturally and ethnically congruent recruiters and staff, availability of bilingual counseling, individualized plans, and ongoing assessment. Several UT-HEP graduates in western North Carolina helped found a migrant community center that provides legal assistance, housing assistance, literacy education, and cultural activities as well as improving relations between migrants and the larger community. (SV)

This guide provides general information concerning the transition from high school to college for students with disabilities, and then provides specific information about procedures, accessibility, services,
organizations, general programs, and publications at each of the public community colleges and area vocational-technical centers in Florida. Section 1 provides information on support organizations in Florida, important federal legislation, questions to ask, the Florida Relay system, costs and scholarships, and a transition calendar. Section 2 provides two-page descriptions of programs and services at the 39 Florida public vocational-technical centers. Section 3 gives two-page descriptions of the 28 community colleges. The descriptions give highlights of admissions procedures, available publications; basic college statistics; services provided to students with specific disabilities by category; and contact information for each main campus, admissions office, Americans with Disabilities Act/Section 504 compliance officer, coordinator for students with disabilities, and any student organizations involved with students with disabilities. (DB)

Yao, M. (1994). Environmental Scanning, Vancouver Community College. Canada British Columbia: 29. This 1994 environmental scanning report from Vancouver Community College (VCC) reviews the expected effects of the separation of VCC into a new Vancouver Community College and Langara College (LC). The report examines the projected service area student-intake capacity; student characteristics; population growth trends; other postsecondary institutions; future job opportunities; VCC support staff, faculty and administrators; operating space; accessibility; source of revenue; management information; strong and weak points; threats; opportunities; recommendations; and suggestions. Highlights of the report include the following: (1) 48% of the new VCC's students will be enrolled in Adult Basic Education and English-as-a-Second Language programs, less than 1% in apprenticeship programs, 11% in career and technical programs, and 41% in vocational programs; (2) full-time equivalency enrollment in the new VCC is projected to grow at the rate of 0.4997% of the 18-64 age group in the Greater Vancouver Regional District and expected to climb to 6,190 by 2000; (3) the main strength of the new VCC is its location at the center of the largest municipality in British Columbia; (4) the main weak point is the lack of university transfer programs; (5) the main threat to the new VCC is the growth of private training institutions in the Lower Mainland; (6) the main opportunity for revenue is in government training and training-related contracts; and (7) the greatest challenge is to raise morale and get out of the old VCC's chronic financial difficulties. (KP)

(1993). Statewide School Facilities Needs Assessment. Idaho: 810. Legislation enacted in 1991 called for a comprehensive assessment of Idaho school facilities and established the Statewide School Facilities Needs Assessment Committee. This resulting report identifies the nature and extent of Idaho school facility needs. The assessment included an inventory of all school facilities used for instruction; an inventory of
technology used by the schools; and an assessment of the physical condition of the schools, including suitability for educational purposes, ability to accommodate new technology, accessibility, and adaptability for alternative and non-traditional uses. In addition, the assessment calculated the capacity of existing permanent school buildings relative to current and projected enrollment using conservative but realistic space-use criteria. Cost estimates were prepared covering repair, renovation, and modernization of existing buildings; adaptation of buildings to effectively use new technology; and provision of additional space to appropriately house existing enrollment. Future enrollment in Idaho schools was also forecast to provide an indication of the extent of future facility needs. In accomplishing the assessment, the Committee developed a comprehensive database of information which was provided to the Department of Education for its maintenance and continuing use, along with a computer model to estimate space needs. (Eleven appendices, which constitute the majority of the document, contain assessment-related materials.) (EV)

The California Child Care Initiative is a collaborative program with the objective of increasing the supply of licensed quality child care in the state to better meet demand. This handbook provides family child care providers with guidance in implementing and maintaining a family daycare operation. The handbook provides articles, sample forms and worksheets, and handouts in the following areas: (1) "Getting Started," including self evaluation, state licensing, and leasing, zoning, and handicapped accessibility restrictions; (2) "The Business of Family Day Care," including setting fees, business planning and bookkeeping, liability insurance, working with an assistant or substitute, and professionalism; (3) "Working with Parents," including interview and trial period, what a parent expects from a provider, and contracts; (4) "Health and Safety," including fire and earthquake safety, hygiene, common childhood and contagious illness, first aid, HIV, and disabilities and special needs; (5) "Food and Nutrition," including planning menus, feeding infants, choking, food allergies, nutrition education, and snacks; (6) "Working with Children," including developmental characteristics, sexuality, school-age children, play, arranging space, toys and equipment, movement, science field trips, toilet training, and television; and (7) "Further Resources," including family day care associations. (HTH)

The ways that early adopters of electronic messaging have used electronic mail (e-mail) in the schools were studied using the Unified Network for Informatics in Teacher Education (UNITE) system at the Instructional Technology Center of the University of Kansas. At the time of
The study, UNITE was operating in 6 school districts and 16 schools. The UNITE system provides other services of access and planning, but the e-mail functions were the focus of the study. A network analysis was conducted of one-to-one messaging on the e-mail system, with the permission of 65 volunteer users. The largest group of e-mail users was the science teachers (36 percent of the users). The most avid users were the librarians, representing about 24 percent of the users, who corresponded with more individuals and sent more messages. It was evident that constraints on the time of teachers limited their uses of the system. Time, accessibility, and existing routine discouraged teacher use of e-mail and must be considered in any strategy to promote its use. (Contains 22 references.) (SLD)


In this report, the California Postsecondary Education Commission responds to a request by the Chancellor of the California Community Colleges to review the need for and location of a new educational center, the Madera County Educational Center, north of Fresno within the State Center Community College District. The report contains nine conclusions made by the Commission regarding enrollment projections, alternatives, serving the disadvantaged, academic planning, funding projections, accessibility, effects on other institutions, environmental impact, and economic efficiency. It makes four recommendations regarding the proposed center: (1) the Madera County Educational Center should be approved as an educational center of the State Center Community College District, (2) the Madera County Educational Center should become eligible for State capital outlay funding as of the 1994-95 fiscal year, (3) the State Center Community College District should provide the Commission with a copy of the Final Environmental Impact Report upon its completion, and (4) should the State Center Community College District propose to convert the Madera County Educational Center to a full service community college, it should submit a request for that conversion to the Commission. Part 1 presents conclusions and recommendations, Part 2 discusses the background to the proposal, and Part 3 presents an analysis of the proposal. This report contains five appendices and 17 references. (VWC)


This report is a comprehensive study of the status of children and their families in New York City. It measures how well children are doing by using widely recognized indicators of well-being, and it measures the
need, use, and accessibility of services to help children. "Keeping Track" focuses on community-level data, examining the 59 community districts in New York for different racial and ethnic groups. Data are also supplied to show how children in New York are faring in relation to those of the state and the country as a whole. Chapters consider economic factors, housing, nutrition, health and the environment, safety, and child care issues. Chapter 9 focuses on the education of the city's children. The city school system is the largest in the country, with 972,000 students and an annual budget of nearly $7 billion. Only 47 percent of students read at or above their grade level, and only 58 percent test at or above their grade level in mathematics. Only approximately 39 percent graduate from high school in 4 years. The New York schools educate a tremendous diversity of students, with diverse racial and ethnic backgrounds and a variety of educational and social needs. The information in this report clarifies the needs of New York's children as a step toward providing the best childhood and education for each. Data are presented in 150 figures. Appendix 1 discusses data constraints, and Appendix 2 contains four tables of summary data. (SLD)


A rationale is provided by the Council of Colleges for transforming Marie-Victorin College from a private institution into a public college of general and professional education (CEGEP). The council's analysis covers four areas: (1) access to postsecondary education, examined in light of demographic trends, geographic accessibility, adult education, and gender equity; (2) Marie-Victorin College, including a history of college since its formation in 1965 by six religious communities, an overview of the financial difficulties of the college, and data on enrollments and financial problems of other private colleges in Quebec; (3) instructional programs to be offered at CEGEP Marie-Victorin, including information on technical programs already available, enrollment projections, and new programs planned; and (4) anticipated costs. Observations about the availability of and demand for particular social technology programs, the first implementation of a fashion program in a public CEGEP, and the need for the college and ministry of education to develop a position on Marie-Victorin College's existing dietitian and computer science programs are also included. The report concludes with a series of recommendations underscoring the need for additional demographic and needs assessment studies, the need to improve the college-going rates of high school students, the need to increase enrollments in technical programs and coordinate the curricula of Montreal's CEGEP's, and the difficulty of implementing seven new programs in one year. (AC)

This document responds to the Public Telecommunications Act of 1992 directing the Corporation for Public Broadcasting (CPB) to report on prospects for distance learning projects to assist rural schools. Based on a literature review, case studies, and two audio conferences with leading educators and distance learning providers, the report focuses on the most effective use of existing public telecommunication facilities to establish and implement distance learning projects in rural areas. Chapters cover:

1. the predicament of rural schools in providing quality educational programs;
2. the state of distance education today in relation to accessibility, distribution, interactivity, curriculum, teacher training, attitudes, effectiveness, and funding;
3. what distance education can offer rural areas;
4. overcoming financial and pedagogical barriers to serving rural schools with distance education;
5. six case studies of rural distance education programs highlighting the important roles of the Public Broadcasting Service and public television stations;
6. an overview of technologies that serve as integral components of proposed distance education programs; and
7. recommendations on distance learning services tailored to the needs of rural schools and on greater use of public broadcasting facilities in the provision of those services. This report contains 220 references, a listing of audio conference participants, and nationwide services in distance education. (LP)


The most controversial form of school choice is the voucher system, which allows families to use tax dollars, in the form of vouchers, to pay for tuition at private schools. The Parental Choice in Education Initiative, slated to be on the California June 1994 election ballot, will give residents the opportunity to vote on a statewide school-voucher program. A survey of private schools in the state was conducted to determine the availability, affordability, and accessibility of private schools to voucher-redeeming students from public schools. Highlights of the findings include the following: three quarters of the schools said they would participate in a voucher system; low- and medium-tuition schools are more likely to participate than high-tuition schools; most of the private schools are nearly full and those open to vouchers could expand by less than 15 percent without additional construction or staffing; without expanding, private schools could accommodate less than one percent of public school enrollment. Two other findings are that 60 percent of the schools charge less than $2,600 per year, the amount for which vouchers could be redeemed; and private-school enrollment is 40 percent minority and contains few low-income or non-English-speaking students. The body of
the report details each of these findings and illustrates them with 22 tables and 8 figures. An appendix includes a comparison of responding schools and private schools statewide and a description of survey development and administration. (JPT)


Firearms related violence has taken its toll on American children: every day 13 children under age 19 are killed by gunfire and scores more are injured. Since 1980, there has been an unprecedented rise in the number of children killed by firearms, as well as in the number of increasingly younger and better-armed juvenile offenders. From 1985 to 1990, the number of teenagers murdered by firearms has doubled; at the same time the number of 15-year-old males charged with murder has increased by 217%. This report presents not only the statistical documentation of the toll gun violence takes on young people, but highlights the human side of the story as well. Four areas are considered: firearm homicide and youth; youth and firearm suicide; firearms and unintentional deaths; and gun violence in schools. The easy accessibility of firearms is a major problem. The availability of firearms has made firearm injuries the second leading cause of death behind motor vehicle accidents among youth ages 10 to 19. Among the recommendations that would help alleviate gun violence among children and adolescents were: removing handguns from homes with children, getting students involved in the cause of handgun violence, and mounting a massive public education program detailing the dangers of firearms. (NB)


This publication reflects the composite knowledge of many professionals on the topic of the planning and construction of facilities for athletics, physical education, and recreation. The text is organized into nine chapters: (1) "Facility Planning Process: Factors To Consider" (H. R. White and J. D. Karabetos); (2) "Indoor Facilities" (E. Turner); (3) "Outdoor Facilities" (B. A. Macomber); (4) "Swimming Pools and Natatoria" (D. J. Hunsaker); (5) "Large Indoor Sports and Recreation Facilities" (T. Seidler); (6) "Ancillary Areas" (H. LaVoie); (7) "Recreation Parks and Camping" (E. Buchanan); (8) "Risk Management: Purpose and Value of Risk Management" (M. Rabinoff); and (9) "Trends in Facility Design" (D. Miller). Eleven appendices provide information on the following topics: general resources for planning facilities; associations pertinent to planning recreation, athletic, and physical education facilities; associations pertinent to planning for accessibility; Athletic Business Magazine's top athletic and recreational facilities; health, fitness, sports and recreation site inspection facility safety checklist and risk analysis;
selected sample litigations in athletics, physical education, recreation, and fitness between 1977-1991; complaint filing--Jacobson v. Holiday Health Club; acknowledgement, assumption, consent, waiver, release form; safety certification for gymnastics; supplemental architectural materials (photos and floor plans of athletic and recreational facilities); and metric conversion formulas. (LL)

This study examines the health care community's perspective on the delivery of services to young children with special needs and to their families. Focus group discussions were held with 87 health care practitioners in 5 states to identify extant trends and patterns of current practices, problems, and concerns. In the discussions, health care providers devoted more time to a description of difficulties with availability and accessibility of resources than to any other topic. Family and social issues affecting the use of available resources were important topics, as was the need for a knowledgeable and experienced service coordinator whose responsibilities would include arranging and organizing necessary resources for individual families. The scenarios related by the health care professionals indicated that governmental policies or agencies may be actively interfering with meeting the challenge of family-focused and community-based care as legislated in Part H of the Individuals with Disabilities Education Act. (Contains 21 references.) (PB)

This paper presents an analysis of current education services for students with traumatic brain injury (TBI) from the perspectives of children, parents, and educators. It presents results from several pilot surveys that asked parents and educators to identify the strengths and weaknesses of current educational services for students. Guidelines for helping parents to effectively negotiate the school system are offered. The survey of 31 parents of children with TBI found that parents were dissatisfied with their child's school in five of six domains (only physical accessibility was rated positively). Parents identified limited staff knowledge of TBI and limited resources as the primary reasons for the school's unsatisfactory performance. In two surveys, educators (N=183 and N=34) attributed their own lack of knowledge and the cognitive deficits of students as barriers to TBI students' successful school experiences. An inverse relationship between the educator's level of knowledge and perceived competence was also found. Three guidelines for parents are presented: (1) become informed about services that will help your child and about your rights in accessing these services; (2) establish a collaborative relationship with the education team; and (3) remember to take care of yourself to help cope more effectively with stress factors. (Contains 29 references.) (DB)

This training module was developed to introduce postsecondary personnel to the support services available for students with disabilities at Southwest Missouri State University. The module covers the definition and philosophy of support services, including the development of rehabilitation services, independent living, and the disability rights movement. It offers statistics on the percentage of full-time freshmen with disabilities and types of disabilities. It describes campus services for students with disabilities, including adaptive testing and auxiliary aids, priority registration, the Organization on Disability Issues and Awareness, accessibility, parking, physical education, housing, and the Learning Diagnostic Clinic. The module also describes outside resources, such as AHEAD (Association on Higher Education and Disability) and the HEATH Resource Center, and community services, including home health services, independent living, financial assistance, reading and referral services, interpreters, self-help and support services, transportation, and national toll free hotlines. The module contains handouts and overheads used to enhance important points. Handouts include a list of functions of disability service programs, descriptions of disability support services at Southwest Missouri State University, descriptions of community resources, and campus facility accessibility information. (JDD)


This training module was developed to introduce postsecondary personnel to the support services available for students with disabilities at the University of Missouri-Columbia. The module covers the definition and philosophy of support services, including the development of rehabilitation services, independent living, and the disability rights movement. It offers statistics on the percentage of full-time freshmen with disabilities and types of disabilities. It describes campus services for students with disabilities, including academic testing services, classroom accommodations, accessibility, transportation services, attendant and reader assistance, adaptive computing technology, the Learning Center, Ellis Library, student rooms, attendants, air conditioning, guide and service dogs, and diet. The module also describes outside resources, such as AHEAD (Association on Higher Education and Disability) and the HEATH Resource Center, and community services, including financial assistance, home health services, independent living, readers and reference services, interpreters, self-help and support services, transportation, and national toll free hotlines. The module contains handouts and overheads used to enhance important points. Handouts include a list of functions of disability service programs, descriptions of disability support services at University of Missouri-Columbia, and descriptions of community resources. (JDD) (JDD)

This final report describes activities of Project PARTnership, a 3-year demonstration program to develop the self-determination and self-advocacy skills of young people with disabilities through increased participation in the arts. Key program elements included: (1) development of a new course and adaptation of existing curricula to increase accessibility of arts education to students with disabilities; (2) training of school faculty, community arts leaders, and parents to increase their understanding of the value of arts education for students with disabilities; (3) involvement of artists with disabilities as performers, trainers, role models, and mentors; (4) establishment of a support network to encourage students with disabilities to pursue their interests in the arts and to promote their integration into school and community arts programming; and (5) development and implementation of an Individual Arts Education Plan as part of each student's Individual Education Plan process. The project coordinated with Very Special Arts organizations and implemented the program at sites in Louisiana; Ohio; Washington, D.C.; Nevada; New Hampshire; and New Mexico. The core course involves 20 to 50 sessions of instruction in the visual arts, dance and creative movement, music, drama, or creative writing. The project also developed an instructional kit, a videotape, and a teacher's visual sampler. Most of this document consists of a third-party year three evaluation report and final reports from the nine implementation sites. The visual sampler, which is appended, provides an illustrated introduction to the program. (DB)


This paper analyzes the effects of ability grouping on middle school math and science achievement, attempting to account for these effects in terms of measurable classroom experiences of students. It is hypothesized that grouping effects operate through classroom instructional differences. Data collected from a national sample of public school students and teachers reveal large effects of group placement on 8th-to-9th grade achievement growth, and substantial track differences appear for several instructional variables. Adding the instructional variables to the achievement models shows that 75 percent of the high-ability group effect on science achievement, but only 17 to 33 percent of the mathematics track effects are accounted for by the instructional variables. The largest instructional effects on mathematics achievement are associated with emphases on problem solving and understanding principles (as opposed to computational mechanics), the pacing of the course, and the use of lectures to present the material. The largest effects on science
achievement are found for measures of “inquiry-based” instruction, the use of lectures and small-group projects, and student assessments of the accessibility of the subject matter. (Author)

This report identifies issues and offers recommendations concerning the development of all three sectors of Iowa's higher education community (community colleges, independent colleges and universities, and regent colleges and universities). The report first outlines the educational environment within Iowa in terms of demographic, educational, economic, and fiscal factors. Next, the report states Iowa's commitment to higher education and presents its mission statement for the future in providing access and choice among higher education programs of preeminent quality. Strategic issues are identified in the areas of quality, accountability, sector roles/coordination, access/choice, resource management, and support of economic development, social, and cultural needs. For each area the report presents goals, objectives, and recommended strategies and the action plans needed to implement the strategy. Action plans are proposed which would create several task forces whose jobs it will be to fulfill objectives in the areas of quality, accountability, and accessibility and choice. An appendix describes each of the three higher education sectors in Iowa. (GLR)

Although it is evident that the Industrial Age has given way to the Information Age, educational institutions are still using Industrial Age models of instruction that encourage passive learning and stress knowledge mastery. In the media-rich Information Age, educators must shift to instructional models that put learners at the core of both the curriculum and delivery systems and encourage them to become actively engaged in the acquisition of knowledge. The multi-access education model includes three delivery formats existing simultaneously: the traditional format, the on-campus facilitated format, and the off-campus distance learning format. Each delivery system is content independent, has its own unique instructional design, incorporates a learner-centered philosophy, and is extensively supported by technology. Educational institutions can move to a learner-focused delivery system by providing all three formats through a comprehensive multi-access education initiative. It is important, however, that colleges plan and budget for adequate technology acquisition, training, and administrative support for implementation. In addition to providing better instruction to learners, this approach also increases accessibility and thus increases a college's potential audience. Finally, the use of learning labs and distance

This paper considers questions related to the integrity and accessibility of new electronic information resources. It begins with a review of recent developments in networked information resources and the tools to identify, navigate, and use such resources. An overview is then given of the issues involved in access and integrity questions. Links between access and integrity are stressed. For example, ensuring the integrity of a body of information is meaningless if there is no access to the body of information. The changing legal framework that governs the use of electronic information as contract law rather than simple sale within the context of copyright law becomes the dominant model for acquiring access to electronic information. Effects of this shift on libraries and the interlibrary loan system are examined. Other issues considered are those of the relationships between privacy and access in the electronic environment.

Final sections consider identifying and citing electronic information works and networked information resources. It is emphasized that, until standards are developed and services in support of integrity and authentication are deployed, problems of access and integrity cannot be entirely resolved. (Contains 93 references.) (SLD)


This report, in both English and Maltese, describes the mission and activities, from 1987 through 1992, of Malta's National Commission Persons with Disabilities. An introduction lists Commission aims, such as coordinating government and voluntary programs and activities serving people with disabilities and their families. The second section describes the Commission's Action Plan, noting Commission activities concerning: Commission subcommittees, the national register for persons with disabilities, participation of persons with disabilities in decision making, prevention of disability, rehabilitation, legislation, physical environment accessibility, social security and financial income, education and training, employment, recreation, community action, staff training, and public information. The third section reports on activities in the realm of international action. These include: the United Nations Disability Statistics Workshop; Maltese participation in international forums, seminars, and conferences; and international aid to the Commission. (DB)
This flip publication, with the text appearing in both English and Maltese, outlines the right of every citizen of the Republic of Malta to receive education and instruction, the parents' right to choose special education for their child, and the State's duty to provide special schools for students needing them. The Special Education Unit of the Maltese Education Department provides the following services: counseling; home services; special schools for students with mild learning disability, severe learning disability, physical disabilities, hearing impairments, emotional disability, visual impairments, and both visual and hearing impairments; and support services in regular schools including peripatetic teachers, kindergarten assistants, and remedial services. Proposals for education and training related to equalization of opportunities for disabled persons are presented. Educational policies are noted, in the following areas: the right to an education in the least restrictive environment, assessment by a multidisciplinary team including the parents, a range of available services, teacher training, resource centers, parent involvement, vocational and adult education opportunities, physical accessibility of educational facilities, and funding. A series of eight graphs presents statistical data related to special education. (JDD)


This report examined the state of postsecondary education in Manitoba and offers recommendations for the improvement of university governance, scholarship, financial management, public accountability, accessibility, aboriginal peoples, and institutional linkage. It specifically examined the operation of the University of Manitoba, the University of Winnipeg, Brandon University, and the College universitaire de Saint-Boniface. Among the 41 major recommendations, the report called for: (1) prioritization of program funding at universities to make better use of limited financial resources; (2) reduction and streamlining of university committees; (3) giving equal consideration to teaching, service, and research in regard to faculty promotion; (4) universities to make more clear to the public their mission, goals, and activities; (5) expansion of the role of community colleges; and (6) creation of a Cabinet Committee on Post-Secondary Education. Six appendixes outline the statutory powers of the boards of governors of the institutions, provisions of the University of Manitoba collective bargaining agreement, undergraduate and graduate tuition fees, speakers at local hearings, and the terms of reference of the report. Contains 73 references. (MDM)

In examining education systems in Europe, examples show that it is wiser to build slowly and carefully, preserving what is best in existing practice, and discarding what is out of mesh with the times. Using illustrations from 14 countries in western Europe, 4 factors largely determine the size and composition of the independent sector in a country, the degree of autonomy and effectiveness enjoyed by schools, and the freedom of parents to choose. These are: (1) the existence and nature of constitutional and legal guarantees of the rights of parental choice and freedom of belief and association; (2) the effects of state subsidies and controls resulting in marked differences in standards, accessibility, and autonomy; (3) the amount of indirect aid to parents and schools from the state and the community; and (4) the historical interplay of educational patterns and social mores, and in particular, the degree of involvement of the churches in education. In organizing education in a democratic society, a critical balance needs to be considered among four conflicting needs: (1) the freedom of choice for parents among schools with different educational philosophies; (2) adequate controls by society to safeguard sound standards of education in schools; (3) reasonable freedom to innovate and experiment; and (4) equality of opportunity regardless of ability to pay. Reaching a balance depends on attaining sufficient consensus among all concerned. (CK)


This paper addresses the role of multiculturalism in outdoor and conservation education. Multiculturalism promotes appreciation of diversity including differences originating from race, ethnicity, gender, and abilities, thereby developing tolerance and human understanding. Several trends make multiculturalism relevant to outdoor activities. By the year 2025, the percentage of the U.S. population composed of nonwhite groups will increase from 20 percent to 35 percent. Currently, the majority of anglers and hunters are white males. Wildlife agencies, sportsmen's organizations, and conservation groups need to reach out to populations traditionally not targeted through their programs. Multiculturalism offers a unique opportunity to promote hunting, fishing, and trapping. Strategies include seeking out multicultural audiences when discussing or promoting outdoor activities, eliminating physical and attitudinal barriers, advancing accessibility of the outdoors to all groups, avoiding pitfalls such as biased thinking and tokenism, and using person-first terminology when describing multicultural groups. Outdoor educators can incorporate a multicultural approach and promote the exploration of traditions as a means of finding a common ground among cultures. Contains figures illustrating population trends and percentages of participants in fishing by race and ethnicity.

Medina, M. P. (1993). Organizational Assessment of Basic Skills Needs at the
An organizational needs assessment (ONA) process was developed to gather information about the basic skills upgrading needs and issues in the Division of Residence Operations of a state university. Forty-four participants from management, union leadership, and all job levels in the university's custodial and maintenance departments participated in the ONA through focus groups and individual meetings. Two focus groups and varying numbers of individual participants expressed a need for basic skills upgrading in the following areas: English as a Second Language (ESL), reading, mathematics, writing, basic computer skills, oral communication, basic trade skills, and other areas (General Educational Development test preparation, test-taking skills, and Spanish). The ONA participants also emphasized the importance of the following to future basic skills upgrading programs: cultural diversity, job-related content, hands-on training, and accessibility of training to all full- and part-time employees. Short- and long-term recommendations for developing a basic and trade skills development program for the university's custodial and maintenance employees were formulated. (Appended are the focus group agenda, individual meeting questions, and a table detailing the reported need for skills upgrading.) (MN)

This report examines the Way to Grow (WTG) school readiness program, which is designed to promote healthy development and school readiness of Minnesota children from birth through age 6 by coordinating and improving access to community-based health, education, and social services. This pilot program began in fiscal year 1990 and was being implemented in five communities in 1993, including Minneapolis, St. Paul-Frogtown, Columbia Heights, St. Cloud, and Winona. The main features and funding levels of the five programs are discussed. An evaluation of the five programs is also described, noting that: the vast majority of parents considered WTG to be beneficial to their families; the program increased levels of parent involvement in school activities; and use of child health and developmental screening increased. The report recommends that the WTG program be expanded beyond a pilot program, with increased state funding. It also calls for increased interagency collaboration, the creation of multidisciplinary advisory councils for each program, and a sensitivity to cultural differences and accessibility. (MDM)

A study of campus characteristics and crime rates used an economic theory of criminal choice to develop an explanatory model of campus crime. The model considered combinations of opportunities, incentives,
and costs found on college campuses that may affect criminal choice. The components included location, accessibility, deterrents and wealth of the higher education campuses. National data on campus crimes and questionnaires sent to institutional research offices and campus police departments provided the data necessary to define the components of the model. The model and the components were analyzed using multiple regression analysis. The full model was found to define a significant, positive relation and to explain approximately 29 percent of the variance in campus crime rates. In particular significant positive relationships were found between the level of deterressants and campus crime rates, and the level of public transportation and campus crime rates. However, there was no significant relation between location and campus crime rates which suggests that no higher education institution can consider itself immune to crime. After analysis of the individual components, a revised model was developed that explained 31 percent of the variance in campus crime rates. (Contains 17 references.) (Author/JP)


This publication presents the findings of a commission that evaluated the current division of responsibilities for financing postsecondary education and makes recommendations for restructuring national policy in this area. Following an executive summary in section I, section II analyzes the policy concerns of college cost, accessibility, and financial responsibility. Section III presents the commission's recommendations concerning the federal role in financing postsecondary education as well as the roles of state governments, institutions, the private sector, and philanthropists. The key theme of the recommendations is that the partnership among governments, institutions and individuals in the financing of postsecondary education is an essential concept that must represent the foundation of future financing policy; that such partnership requires each participant to contribute to the system's success; and that the federal government is in the best position to encourage the partnership by promoting a greater sense of shared responsibility for financing postsecondary education. Specific proposals include a Student's Total Education Package, simplifying the loan system, a Community Service Incentive Program, and tax-incentives to save for college. Appendixes contain estimates of cost savings and new expenditures resulting from the recommendations, commission member biographies, a schedule of commission meetings, and 82 references. (JB)

This study, which was mandated in Title II of the Technology-Related Assistance for Individuals with Disabilities Act, explores issues surrounding the financing of assistive technology and examines questions of accessibility, availability, affordability, and cost-effectiveness. The study offers a paradigm of disability focusing on how specific disabilities change the manner in which the activities of life are performed. It outlines the demographics of disability, defines the problem of access to assistive technology, and presents 12 major findings. Findings focus on: information awareness and coordination, inconsistent standard of need to justify funding across public programs, awareness and enforcement of existing rights and entitlements, health care funding of assistive technology, coordination of services and funding, monitoring the use of assistive technology, consumer choice and control, funding for support services, gaps in access for specific populations, availability of funding resources, impact and benefits of assistive technology, and funding solutions. In general, findings indicate that assistive technology makes education in regular school settings possible, reduces dependence on family members, saves money, enables individuals to sustain and improve their employment, and generally improves quality of life for individuals with disabilities. Sixteen recommendations for policy adaptation and legislative action are provided. An appendix examines recent public policy experience in the area of assistive technology. (Contains 26 references.) (PB)


This document summarizes the plan of New York's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) to reform its system of service delivery. It first describes activities begun in 1989 to improve the accessibility of vocational rehabilitation services to people with disabilities. The plan then details activities planned for the second phase of reform which focuses on the improvement of service delivery. These include identification of service priorities in the areas of integrated employment, improved consumer services, interagency activities, educational activities, fostering of independent living, and management development. Twenty-nine recommendations for change are proposed and presented in a tabular format, listing for each recommendation the reason for the proposed change, implications, and how the change may make a difference for the people VESID serves. Sample recommendations include: use business and industry for training; use business and industry as mentors; contract for development of new integrated employment opportunities; increase use of on the job training; implement a team approach to service delivery; develop a schedule of performance based reimbursement; consolidate contracts with service providers; establish a financial assistance methodology for persons
attending vocational training programs; establish a coordinated transition system; expand use of community based assessments; develop a regional service planning model; and stress collaborative efforts. (DB)

North Carolina Univ. Chapel Hill. Commission on Higher Education Facilities.[BBB27120] (1993). Facilities Inventory and Utilization Study, Fall of 1992: For the State of North Carolina. Twenty-Sixth Edition. North Carolina: 205. This publication presents the results of the twenty-sixth annual inventory and utilization study of the status of space in North Carolina institutions of higher education at the end of the drop-add period of the 1992 fall term. The study provides data for 113 institutions, including the public institutions which comprise the University of North Carolina, 39 private non-profit colleges and universities, and the 58 public two-year institutions of the Community College System. The report gives indications of the uses being made of the space and provides, where feasible, norms and historical information for the past 5 years. Statistics for private institutions are shown by group rather than institution. The study is divided into four sections. The section on the utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. The section on interior space characteristics statistically describes campus space by its uses and the programs to which it is assigned. The section on building characteristics contains data on building age, condition, and replacement cost. The final section describes accessibility to persons in wheelchairs. An institutional index and subject index are included. (GLR)

Pitt County Schools Greenville NC.[BBB11908] (1993). Procedures Manual for Regular Education. Section 504, 1973 Rehabilitation Act. Subpart D 34, Code of Federal Regulations--104. North Carolina: 42. This guide, intended for regular educators in Pitt County, North Carolina, attempts to answer questions concerning Section 504 of the Rehabilitation Act of 1973, compares this statute with the Individuals with Disabilities Education Act (IDEA), and offers practical suggestions for implementing Section 504. An introduction explains the right of a student with disabilities to a free appropriate public education, notes that some individuals may qualify as "handicapped" under Section 504 who do not qualify as "disabled" under IDEA, and stresses that the process of identification and determination of necessary accommodations are regular education functions. A glossary of 39 items defines terminology of both Acts. The next section looks at procedures required under the law including: consideration of Section 504 and IDEA eligibility, evaluation procedures, and eligibility determination. A chart then compares specific features of IDEA and Section 504. These are: general purpose, who is protected, educational responsibility, special education versus regular education, funding, accessibility, procedural safeguards, evaluations, identification procedures, and grievance procedures. Next, guidelines for notification,
developing an accommodation plan, reevaluation, grievance, and due process are outlined with examples. Five forms used in the County to comply with Section 504 are attached. (DB)


At Chattanooga State Technical Community College (CSTCC) in Tennessee, a "regional concept" for health care program delivery was developed involving affiliations with approved regional health care facilities. The delivery system allows CSTCC students enrolled in the college's para-radiologic technology (PRT) specialty programs to receive their didactic training at CSTCC and their clinical training at an affiliated facility near their home. Students are scheduled for 16 hours of classroom training and 24 hours of clinic training every other week, while in the weeks between class sessions students are scheduled for a full 40 hours of clinic training. The PRT programs have 32 affiliate facilities, located in Tennessee, Georgia, Alabama, and Kentucky. Students may apply to the programs as either traditional students, attending full-time but not entitled to receive compensation during clinic hours, or as non-traditional students, attending only the didactic portion of the program during the first two semesters and completing all clinical competency requirements during the third semester. Benefits of the regional program concept include program accessibility since students do not have to relocate to continue their education, relatively low tuition, increased student to technologist ratios since students are not concentrated in one area, and convenient scheduling. A list of required courses is included as well as recommendations for dealing with the program's accelerated didactic schedule, the independence of clinical sites, and the stress to faculty of managing regional programs. (PAA)


To assess the effectiveness of the child care delivery system in Evanston, Illinois, a study was conducted of parent and caregiver perceptions of the affordability, availability, accessibility, and quality of local child care services. Questionnaires were distributed to the directors of 14 local child care centers and to 832 parents currently utilizing full-time services, and telephone interviews were conducted with 16 community leaders. Study findings, based on responses from 226 parents, 10 directors, and the 16 community leaders, included the following results: (1) 79% of the parents paid less than 20% of their income for services, and 88% reported feeling very or somewhat satisfied with the cost of child care; (2) 75% of the parents indicated that they were very satisfied with the availability of services; (3) the mean score for parents' overall level of satisfaction with services was 13.23 on a 16-point scale; (4) average costs reported by directors for services were $153 per week for infants, $146 for toddlers,
$126 for 2-year olds, $116 for preschoolers, and $76 for school-aged children; and (5) two community leaders thought that child care was not affordable for low-income parents, six remarked that local services were abundant, and five mentioned the need for greater collaboration between services. (Includes a review of the literature, 100 references, sample correspondence, the 3 survey instruments, and lists of participants.) (BCY)


This guide presents a comprehensive framework for the development and provision of outdoor education and adventure programs for people of all abilities, including those who significantly challenge the service delivery system. Chapter 1 provides a rationale for the integration of disabled persons into outdoor education and adventure programs, and discusses benefits of integration for participants with and without disabilities. Chapter 2 describes administrative processes and issues related to organizational goals and mission, funding and logistics, safety and liability, physical accessibility, participant recruitment, staff selection and training, and volunteers. An "Integration Administrative Concerns Matrix" categorizes steps in the administrative process, potential problems, and recommended strategies. Chapter 3 explains how to assess participants' needs, abilities, and interests in order to match participants with appropriate physical environments and with each other. Chapters 4 and 5 provide practical guidelines for promoting healthy group processes, building individuals into a team, and adapting activities and outdoor techniques to participant abilities. Chapter 6 contains six complete outdoor lesson plans involving nature study, recycling, cross-country skiing, kayaking, navigation, and canoeing. Chapter 7 illustrates a systemic approach to inclusion in two exemplary Minnesota programs--Wilderness Inquiry and the Bloomington Park and Recreation Division. Appendices include water safety policies, participant application forms, accessibility survey, and a list of agencies and associations serving disabled persons. Contains 92 references, many photographs, and an index. (SV)


The aim of this study was to delineate departmental differences in the length of time that doctoral students take to receive their degrees and the institutional characteristics linked with it, being as comprehensive as possible in the institutional characteristics examined and disentangling the confounding effects of student characteristics. Variables describing graduate departments in three disciplines and their parent universities were obtained from 86 departments of Chemistry, 57 departments of English, and 62 departments of Psychology. In analyses of departments in each discipline, a relatively small set of institutional variables correlated with average time to the doctorate for each department, after controlling
for characteristics of students in the department, and these relationships differed from discipline to discipline. The clearest and most extensive findings emerged for Psychology: the institutional variables identified primarily concerned faculty accessibility (student/faculty ratio and department size), with longer time required in departments with many students per faculty member or with many students. Student characteristics accounted for about half of the departmental variation in time in each discipline. An appendix contains four tables describing departmental characteristics. (Contains 6 tables, 17 figures, and 40 references.) (Author/SLD)

The effectiveness of Utah's adult education (AE) program was evaluated. In September 1992, directors of 42 AE centers and 6 other sites serving adults in Utah completed questionnaires regarding AE program indicators/standards regarding administration, planning, facilities, instruction, staff development, community and public relations, evaluation, student services, and finance. In January 1993, the directors were asked to rerate those areas they had marked as needing improvement. Thirty-one completed questionnaires were returned. Additional data were obtained from eight site visits. According to the directors, their programs are generally well administered and well planned, their facilities are appropriate for AE, instruction and instructional materials are meeting most needs, staff development has improved significantly, community and public relations indicators are being met, program evaluation processes are improving, and student services are performing adequately. Among those areas cited as needing further improvement were program philosophy and operating goals, accessibility of facilities to disabled students, feedback regarding programs' effectiveness in meeting community and labor needs. (Appended are a list of AE centers contacted, the center director questionnaire, the state's present and proposed AE student questionnaires and center director's comments regarding the student questionnaire, and a report assessing testing activities.) (MN)

A study examined the vocational guidance needs of young drifters and homeless people in the Netherlands. Available literature on the following topics was reviewed: accessibility and scope of guidance services in the Netherlands, characteristics and guidance needs of young drifters in the Netherlands, and the European dimension in vocational guidance. It was concluded that educational and vocational guidance has only a limited effect because of inadequate understanding of how the process of choice
operates in young people. It was further concluded that more systematic research is needed to determine how young people use information and how they approach the labor market. Quantitative studies examining the following topics areas were deemed especially necessary: the information and vocational guidance needs of youths between the ages of 12 and 16 years; the relationship between the socioeconomic background and future prospects (especially study and career options) of young people in the Netherlands; and the actors influencing the vocational and educational choices of young people. (The bibliography lists 13 references. Excerpts from two related newspaper articles are appended.) (MN)

This report on graduate education, requested by the Virginia General Assembly, was developed by a task force that included graduate students, faculty, and administrators. The task force based its work on a previous report issued by an advisory committee of chief academic officers, a review of recent literature on graduate education, and their own reflections. Three broad principles of rationality, equity, and accountability govern the recommendations. In light of the current fiscal climate the recommendations are divided into those that can be implemented with minimal new investment and those that involve reallocation of resources and/or longer time requirements. The recommendations are grouped in three main areas: (1) attracting good students, (2) financial accessibility, and (3) facilitating student progress through graduate school. The report suggests tasks for departments, provosts, and the state government to attract good students that include adjustments to admission processes, development of articulation agreements, and maintenance of competitive faculty salaries. The report also recommends steps for various groups to increase financial accessibility. These include review of tuition and fees policy, review of need for discretionary-aid appropriations, and giving priority to those that invest in new teaching technologies. Recommendations to various parties for facilitating student progress include welcoming "non-traditional students," clarification and monitoring of student advising, monitoring of time-lines and degree expectations, and other functions. (Contains 13 references.) (JB)

Adopting perspectives based on applications of artificial intelligence proven in industry, this paper discusses methodological strategies and issues that underlie the development of such software environments. The general concept of an expert system is discussed in the context of its relevance to the problem of increasing the accessibility of expert
assistance to research practitioners. Important methodological issues and development strategies that underlie the construction of such systems are discussed. Some illustrative examples addressing the question of representation of research expertise (versus textbook-based information) are presented. Finally, implications and priorities for the longitudinal development of practitioner-supporting expert systems for the representation of the research knowledge-base and the design of knowledge-based instructional environments for improving graduate training in research are noted. Nine figures illustrate the discussion. (Contains 25 references.) (SLD)


This paper offers practical suggestions to educators working with the increasing numbers of students who are technologically dependent and/or medically fragile. Suggestions address the following areas: (1) management of the physical environment and specialized equipment (e.g., maximizing accessibility, equipment in the classroom, classroom arrangement, and field trips); (2) staff concerns (staff orientation, specific care training, instructional modifications, and specialist involvement); and (3) student/family needs (assistance in developing positive peer relationships; adaptation of behavioral management techniques; and establishment of a mechanism for providing emotional support to the family, school health caretakers, and educational staff). (DB)


This book analyzes the effectiveness and implications for social change of the Americans with Disabilities Act (ADA). It outlines several issues--legal implications, physical accessibility, transportation options, employment opportunities, and recreation--that stimulate community action for full inclusion. Part I, titled "Definitions and Expectations of the ADA," contains two papers: "Redefining Equality through the ADA" (Leonard S. Rubenstein and Bonnie Milstein) and "Quality of Life and Consumer Choice" (Wendy Parent). Part II, "Implications of the ADA," includes: "Employment Opportunities and Career Development" (Paul Wehman); "Supported Employment and Opportunities for Integration" (Paul Wehman); "Provisions of Reasonable Accommodation: What Do Employers Think?" (Craig Michaels and others); "Provisions of Assistive Technology: Bridging the Gap to Accessibility" (Shirley K. Chandler and others) and "The Challenge of Public Transportation and Mobility" (Paul Wehman). Part III, "The ADA as a Catalyst for Social Change," offers the following papers: "Family Empowerment" (H. Rutherford Turnbull, III, and others); "Education Reform" (Debra A. Neubert and Sherril Moon); "Public Accommodation and Housing Reforms" (John Kregel); and "Recreation and Leisure Lifestyle Changes" (Ronald Reynolds). The final section, titled "The ADA and Societal Acceptance," has two papers: "Increased Access

Middle school students are failing to connect what is learned in computer classes to other subject areas of the school's curriculum. Teachers, who often lack basic computer knowledge, are not encouraging computer use, and a lack of computer accessibility and appropriate software compound the problem. A practicum was designed to: (1) move the school's computer lab to a more accessible area; (2) conduct teacher inservice training in different aspects of technology and its application to various subject areas; (3) write grants for additional computers; (4) review and rewrite middle school technology curriculum; and (5) establish cooperative and peer tutoring groups within the computer lab. After implementation, computer lab utilization (hours used) by students and teachers increased 30%. Four out of 16 grants written were approved (a 400% increase), and students demonstrated an average competency skills rating of 75%. The training was well-received by the staff and their technology use skills increased. Eight appendices include a staff questionnaire related to educational technology, student post-tests, teacher evaluations of inservices, a map of a proposed move of the computer lab, agendas for inservice training, a checklist of observations in the computer lab, the technology curriculum, and the administrative response to inservices. (Contains 16 references.) (MAS)


Two papers address integration of students with disabilities and the implementation of change in special education services in Winnipeg (Manitoba, Canada) schools. The first paper briefly describes such Winnipeg programs as Project CHAMPS, which focuses on establishing enabling learning environments; the furtherance of human rights and accessibility in the schools; the Discover project, an active learning program on disability awareness; the Banner Project in which students create banners around the theme of integrating individuals with exceptionalities, which are then hung in community businesses; the Circle of Friends project, in which students commit to helping another student with special needs; the Yes I Can awards for students with disabilities; certificates of recognition for students who have assisted special needs students); and Project Learn, which promotes use of enabling technology
in special education and employment. The second paper describes the overall goals and services of Winnipeg special education services and reports on progress during 1991/92. Summary program descriptions and data for several of the projects described in the first paper are provided. Finally, a mission statement lists nine beliefs of the Winnipeg special education department. (DB)

This book offers an overview of educational finance law and examines constitutional challenges to state aid plans. Chapter 1 provides an introduction to education finance litigation, including the early history of education finance litigation and early education finance theory. Chapter 2 discusses the states' responsibilities for providing equal educational opportunities for public education. The third chapter discusses the relationship between revenues (state and local) and equity (horizontal and vertical). Chapter 4 examines state finance distribution formulas, and chapter 5 presents measurements of education finance equity that occur along the three dimensions of resource accessibility, wealth neutrality, and tax yield. The sixth chapter examines two aspects—the philosophical and constitutional—of the basis for education finance challenges. Overviews of early and contemporary education finance literature are presented in chapters 7 and 8. Chapter 9 offers an analysis of present strategies and lawsuits, and the final chapter discusses the future of education finance issues. Five tables, three figures, and a tables of cases are included. (LMI)

This compilation serves as a reference to Section 504 of the Rehabilitation Act of 1973 in relation to policies and practices of school districts and other entities providing educational services to elementary and secondary level students. The volume begins with a road map of Section 504 in relation to public schools, with an emphasis on students. The legislation itself is then provided, followed by regulations, which are presented in two forms: the official version and an annotated version based on a sampling of court decisions and administrative interpretations. The annotated version provides insight into the degree and direction of the evolving enforcement and interpretation of Section 504 in the schools, suggesting guidance as to vulnerable practices and preventive procedures. Extensive appendices include: a comparison of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act, and Section 504; compliance self-evaluation forms; sample notices outlining parent and student rights; sample general policies and procedures for implementing Section 504; Uniform Federal Accessibility Standards; classroom accommodation guidelines; sample forms; and an alphabetical list of court cases referred to in the text. (SW)
A random sample of 16 coordinators responsible for implementation of Part H of the Individuals with Disabilities Education Act were interviewed to determine if state data systems will be in a position to assist in monitoring service goals and in reaching populations typically underserved. The interviews assessed the availability of sociodemographic variables in states' Part H data systems and documented coordinators' perceptions of which population was most underserved in their state. It was found that: (1) accurate count of children served may still not be possible for 6 of 16 states; (2) 10 of the 16 states collect information on ethnicity of race; (3) data on family income were collected in 2 states; (4) none of the coordinators identified African Americans as underserved; (5) availability was a key barrier to rural populations, and both availability and accessibility were important barriers to ethnic minorities; and (6) in many cases, data were not collected for groups identified as most underserved. The study concludes that data systems should include the following sociodemographic information on their client population: county of residence, urban/rural/inner city residence, race/ethnicity, income, insurance coverage, and parental employment status. (JDD)

This document is a combined version of two papers originally presented at a 1990 European seminar on quality in services to young children. The papers, which considered the definition of quality in child services and the topics of quality assurance and monitoring, respectively, were revised in the light of comments made during and after the seminar in order to produce a single discussion document. In its discussion of quality in child services, the document takes into consideration the viewpoints of children, parents, and professionals, and examines quality in child services from a broad and value-based perspective, rather than a perspective that stresses limited and quantitative measures of quality. Criteria for measuring quality in child service programs are organized into 10 areas: (1) accessibility and use; (2) physical environment; (3) learning activities; (4) relationships among children and adults involved in the service program; (5) parents' views; (6) the program's relationship to the community; (7) diversity; (8) assessment of children's progress; (9) costs; and (10) the ethos of the program. Issues relating to quality assurance in child service programs are also organized into 10 areas: policy; legislation and standards; financing; planning and monitoring; advisory and support services; staffing; training; physical resources; research and development; and coordination of services. For each of the areas considered in the document, a series of key questions is provided. (BC)

During the past year, in cases involving the authority of school boards to make curricular decisions and provide for services, the courts have balanced school board authority against constitutional and statutory provisions related to privacy, free exercise of religion, and public records laws. Section 1, "School Boards and Board Members," outlines requirements for community service, the closing of schools; conflict of interest issues, condom distribution, textbook selection, and allegations of "biased curriculum." Section 2, "Administrators," scrutinizes teacher layoffs, reassignment, subordinates' free speech rights, and removal or alteration of records. Section 3, "Finance," assesses income tax deductions for private schooling;, facilities impact fees, and auditing requirements. Section 4, "Teachers and Other District Employees," considers "whistle blower" statutes, espousal of creationism, First Amendment protection, sex discrimination, teacher dismissal, and application of physical force. Section 5, "Pupils," appraises accountability for off-campus conduct, strip searches, search and seizure, sexual harassment, accessibility, and individualized education plans. Section 6, "Religion," outlines violations of the Establishment Clause and regulations of student-directed religious activities. Section 7, "Torts and Related Statutory Liability," discusses liability for injuries, duty of adequate supervision, liability for safety of sport spectators; right-to-privacy provisions, and allegations of homosexuality. Includes a list of cases. (Contains 98 references.) (TEJ)


Demographic, social, and economic factors are shaping the future environment and clientele of California's adult education system. Continued population growth means adult education will have to serve larger populations. Direct implications of increasing ethnic and racial pluralism are demands for more flexible delivery systems that accommodate cultural diversity and demands by English-speaking persons to study a second language. Implications of an aging population are competition for resources, special systems for educational delivery, and a shortage of adult education teachers. The rise in the numbers of working and single parents has important implications for adult education: accessibility and need for classes on parenting and domestic skills. Changes in the labor market and world of work will create needs to increase the skills of adult workers, offer recurring job training, and provide resources to help workers cope with career change and job displacement. Trends concerning educational attainment and skill deficiencies point to roles for adult education in providing literacy, basic education, and upgrading. Two new public policy initiatives, the Immigration Reform and
Control Act and Greater Avenues for Independence welfare reform program, will increase demand for programs in adult basic education and English as a Second Language. Two special groups are likely to place increasing demands on adult education: prison inmates and parolees and disabled adults. (YLB)


This report summarizes discussions held in 1992 at two public forums to examine ways to improve the quality of rural education in Delaware. The forums focused on two goals: building support for quality education and promoting partnerships between families, communities, and schools. Participants discussed expanding schools to become "community learning and service centers," possibly integrating them with social-service agencies as a means of overcoming duplication and fragmentation in services. Problems with this approach include school accessibility, establishing roles and responsibilities, and the lack of existing services. Family and parental involvement was discussed in terms of changing family roles and parental disenfranchisement from the educational system. Participants recommended that schools take a leadership role toward redesigning themselves as learning centers while improving their relationships with social-service agencies. It was also recommended that schools work more closely with parents and communities in decision-making. Other recommendations dealt with the need for professional development and community cooperation. The paper ends with conclusions and reflections of the Delaware Rural Assistance Council, which expressed the view that the ultimate commitment must be reflected in the policies and programs of the State Board of Education and invited the board to work jointly with the council to define a "rural education agenda." (TES)

California State Postsecondary Education Commission Sacramento.[BBB12341] (1992). Approval of the Lemoore Center of the West Hills Community College District. A Report to the Governor and Legislature in Response to a Request from the Board of Governors to Recognize the Center as the Official Community College Center for the Lemoore/Hanford Area of Kings County. California: 35.

The Lemoore Center of the West Hills Community College District serves the Lemoore/Hanford area of Kings and Fresno Counties--an area lying within both the West Hills and the College of the Sequoias Community College Districts. Jurisdictional problems between the districts prompted the Board of Governors of the California Community Colleges to grant permanent educational center status to the Lemoore operation. In May 1991, the Board agreed that the best solution was to recognize the Lemoore Center officially, for three reasons: (1) the center is already built and offers a wide range of programs; (2) it qualifies for educational center
status, given its enrollment is in excess of 700 average daily attendance (ADA); and (3) a decision to locate a permanent center in Hanford would have a deleterious effect on the financial viability of the West Hills District. The report presents the eight criteria the Postsecondary Education Commission uses to evaluate all center proposals and describes how the Lemoore facility satisfied these criteria: enrollment projections, alternatives to new campuses or off-campus centers, serving the disadvantaged, geographic and physical accessibility, environmental and social impact, effects on other institutions, academic planning and program justification, and consideration of needed funding. Appended in this report are the Guidelines for Review of Proposed Campuses and Off-Campus Centers (1990 Edition). (VWC)


In this report, the California Postsecondary Educational Commission responds to a request by the Chancellor of the California Community Colleges that it review a proposal for a new community college--Folsom Lake College in Sacramento County within the Los Rios Community College District. The Commission offers eight conclusions and two recommendations, based on criteria adopted in its recently revised Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers (1992). The criteria are: enrollment projections, alternatives, serving the disadvantaged, academic planning, accessibility, effects on other institutions, environmental impact, and economic efficiency. The Commission recommends to the Governor and Legislature: (1) that Folsom Lake College be approved as the fourth college of the Los Rios Community College District and the 108th college within the California Community Colleges system; and (2) that Folsom Lake College become eligible for State capital outlay funding as of the 1993-94 fiscal year. Appended in this report are the Los Rios Community College District Mission Statement, Goals, Planning Assumptions, and Implications; the Board of Governors' Agenda Item 17, September 10-11, 1992; the Preliminary Capital Outlay Cost Estimate for On-Site Development at Folsom Lake College; and Letters of Support for Folsom Lake College. Contains 24 references. (VWC)


The Allan Hancock Joint Community College District proposes
establishing a permanent educational center in the Lompoc area of Santa Barbara County, primarily to consolidate its current outreach operations in the area but also to accommodate anticipated enrollment growth in the area. Donated by the United States Army, the 155-acre site will be given by the City of Lompoc to the Allan Hancock District. The California Postsecondary Education Commission bases its eight conclusions and two recommendations on its recently revised Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers (1992c), which require an analysis of enrollment projections, alternatives, serving the disadvantaged, academic planning, accessibility, effects on other institutions, environmental impact, and economic efficiency. The Commission has concluded that the proposal satisfies all criteria for approval, and thus it offers two recommendations in the report: (1) the Lompoc Valley Center should be approved as an educational center of the Allan Hancock Joint Community College District; and (2) the Lompoc Valley Center should become eligible for State capital outlay funding as of the 1993-94 fiscal year. Appended in this report are the Board of Governors’ Agenda Item 17, September 10-11, 1992; and Letters of Support for the Lompoc Valley Center. Contains 14 references. (VWC)

This paper identifies issues currently arising in efforts to coordinate public policy concerning competing sectors of postsecondary education in the Organisation for Economic Cooperation and Development Countries (OECD). It is presented as a result of the OECD’s advisement that these industrialized countries need to further strengthen education and training of the labor force. The issues center on questions relative to student accessibility, emergence of a third sector based largely on propriety education, and "the blurring of institutional boundaries" between traditional non-university sectors coupled with the trend toward vocationalism characteristic of new configurations of higher education provision. It is noted that government-sanctioned public policies, not market forces exclusively, should guide the formation of comprehensive and total post-secondary provision, especially as the policies of industrialized countries center on the articulation of competing sectors involved in little-noted realignments of function and purpose. The database for the paper is composed of studies from the following OECD countries: Australia, Austria, Canada, Finland, France, Western Germany, Japan, the Netherlands, New Zealand, Norway, Sweden, the United Kingdom, and the United States. (GLR)

This paper addresses issues generated by the British government's decision to abolish the binary division between university institutions of
higher education and other postsecondary institutions. Sectoralization of
British higher education in a post-binary system has created some
problematics, two of which appear especially noteworthy: (1) student
accessibility to higher education provision; and (2) the vocationalization of
that provision. This essay presents the argument that the coordination of
contemporary revised higher education missions in Britain, given concerns
relative to student accessibility and vocationalization of higher education
programs, requires minimally public modes of sectoral regulation,
energized by other than market-responsive and privatized policies of
institutional development. Prior to these arguments there is a discussion of
student accessibility to British higher education within the context of the
government - authored "binary principle" of higher education provision. An
appendix contains a list of renamed binary polytechnics. (Contains 26
references.) (GLR)

Are Public Dollars Buying in Day Care? What Should Public Dollars Be Buying in
Day Care? Testimony Summary Report from Philadelphia, Bucks/Montgomery,
In 1990-91 three public forums were held on problems related to child care
in the Delaware Valley, Pennsylvania. Over 100 people, including parents,
employers, child care professionals, government representatives, and
community and labor leaders, gave testimony on the public sector's
responsibility for day care and the monies being spent on child care.
Three major issues were evident throughout the testimony: quality of
services, affordability of services, and accessibility for parents.
Corresponding recommendations were: (1) improved licensing and
monitoring systems; (2) professional wages for professional teachers; (3)
increased provider reimbursement rates; (4) implementation of a single
graduated eligibility scale and fee structure based on parents' income; (5)
coordination of Pennsylvania's five separate funding streams; and (6)
improved resource and referral services. This summary report presents
excerpts from the testimony at the three forums, categorized by the issue
addressed. Lists of forum participants are also provided. (AC)

People with Disabilities. Proceedings of the Common Threads Conference
This proceedings contains presentations grouped by five broad topics
concerning disability services in rural areas. The keynote address, by
Linda Tonsing-Gonzales, discusses the social services paradigm shift
toward empowering the disabled and developing natural support systems.
Broad topics and presentation topics are: (1) "negotiating access" (rural
independent living centers, the Americans with Disabilities Act, consumer-
driven community service networks and supportive housing, home
accessibility, and alternative funding strategies); (2) "networking
partnerships" (rural resource networks, early intervention, independent living for older people with visual disabilities, and interagency networking); (3) "training resourcefully" (preservice teacher education, an experimental program meeting special educational needs of disabled secondary students in the regular classroom, training master trainers for staff, and a school-based health promotion program); (4) "cultivating careers" (rural issues in rehabilitation, providing integrated employment services, and activism and leadership development among disabled persons); and (5) "weaving natural supports" (church-sponsored supportive home groups, integrating disabled children into community recreation programs, and a community-based independent living center). Informal forum topics include Native Americans and disability issues, rural supported employment, rural mental health, and identifying effective rural programs and strategies. This document lists rural information resources, program participants, and related state agencies. (SV)

Ekstrand, G. E. (1992). Drop-Out in Schools in India: Minor Field Studies in Orissa 1990. Educational and Psychological Interactions. No. 112. Sweden: 76. This document consists of a report on the Minor Field Studies (MFS) program of the Swedish International Development Authority (SIDA) and contains two MFS papers by teacher trainees at the Malmo School of Education in Sweden. The papers presented are "Drop-outs in Orissa," by Elisabeth Rosen, and "Education in India: A Study of Drop-Out Children in Orissa," by Anna Hedstrom. The study reports penetrate the important problem of dropouts in Indian schools, but treat the subject from different angles, and so complement each other. These two students were trainees in a junior and secondary school teacher training program and wrote their papers during their early terms in basic teacher training. Dropout is one of the biggest educational problems in schools in India. After a short time many children, especially girls, leave school. The reasons are numerous, very often related to poverty, but also to tradition. The first study is an attempt to point out different dropout situations in cities, villages, and with tribes in the Indian state of Orissa. Specific connections between a child's environment and the cause for becoming a dropout are explored. Dropout problems in different areas are attributed to the need to have children contribute to the family income among some castes and tribes, teacher dropout, lack of communication between parents and school, and accessibility of schools. The second study attributes dropout to lack of motivation brought about by a complex interaction of factors including socioeconomic status, social contacts, and material possessions. (DK)


This paper describes the content of two major laws affecting special
education, identifies the agencies charged with their implementation, and provides a list of resources that address specific questions about these laws and their application in special education. The first law, Section 504 of the Rehabilitation Act of 1973, prohibits discrimination against persons with disabilities in any program or activity that receives financial assistance from the U.S. government. It guarantees an appropriate special education as well as accessibility to regular education programs and applies to all persons with disabilities regardless of age. The second law, the Americans with Disabilities Act of 1990, extends protection from discrimination to private sector and state and local government activities. It has four titles dealing with employment, public services, public accommodations, and telecommunications. Two lists conclude the paper: one provides information on 16 organizational resources, and the other provides addresses for the 10 regional offices of the U.S. Office for Civil Rights. (JDD)

Fishbaugh, M. S. (1992). Section 504. Guidelines for Educators. Montana: 119. This manual, developed in Montana, is intended to assist schools in complying with Section 504 of the Rehabilitation Act of 1973 which requires the provision of services to people with disabilities in a nondiscriminatory manner. The first section provides an introduction to Section 504, noting that some students not covered by the Individuals with Disabilities Education Act (IDEA) may be covered under Section 504. The second section examines school district responsibilities under the law, including written assurance of nondiscrimination, designation of a compliance coordinator, grievance procedures, and procedural safeguards. Eligibility procedures under Section 504 for receiving a free appropriate public education are considered next, including referral, Section 504 student determination, evaluation procedures, the individualized program, placement, reevaluation, and procedural safeguards. A Section 504 policy/procedures checklist is attached. The fourth section looks at special issues including transportation, residential placement, nonacademic services, program accessibility, students with special health care needs, students with attention deficit hyperactivity disorder, and funding. Definitions of key terms in the law and a variety of sample forms to be used by schools are also provided. Appendices contain: (1) the text of Section 504 as amended in 1990; (2) memoranda from the Office of Civil Rights regarding substance abuse, distinctions between Section 504 and IDEA, and attention deficit hyperactivity disorder; (3) a systematic comparison of IDEA, Section 504, and the Americans with Disabilities Act; and (4) additional resources. (DB)

Frost, J. L. (1992). Playground Development Guidelines for School Systems. Texas: 11. Although the value of play in child development has been questioned in the past, it is now widely accepted that high-quality play environments and
time for play are essential in the educational and developmental program for young children. Each school needs a master plan for developing school playgrounds: a plan that pays special attention to site features, the age groups to be served, the number of children, and the children's special needs. Selecting playground equipment is also an important task. The United States Consumer Product Safety Commission's "Guidelines for Public Playground Equipment" (1991) are the most authoritative source on playground equipment safety and should be used for equipment selection and maintenance recommendations. The school system administration should assume all responsibility for approving playground site plans and purchasing and installing playground equipment. Once playgrounds are open, the equipment should have constant, systematic inspection and maintenance. All teachers, custodial personnel, and maintenance personnel should receive annual training on playground maintenance. Because the teaching staff at each elementary school are responsible for supervising play, they should receive regular in-service training on playground supervision. Playground design should integrate disabled children. Consideration of mobility, accessibility, play options, and materials that stimulate the senses should be incorporated into the process of planning for playgrounds. (MM)


This document describes a study that designed, developed, and evaluated the Pennsylvania school-district database program for use by educational decision makers. The database contains current information developed from data provided by the Pennsylvania Department of Education and describes each of the 500 active school districts in the state. PEP PC was designed to enable easy accessibility of data for viewing and comparing school district information. A preliminary version of PEP PC was tested through a series of user tryouts, conducted at the individual, small group, and site levels. Data were collected through interviews, observations, a user's survey, and users' post-tryout software evaluations. Findings of the user's survey indicate that the microcomputer operating system used by PEP PC, the IBM compatible system, was available to 89 percent of district administrators. The field tests showed that district administrators preferred a microcomputer database program that is user-friendly. The availability of district information can provide the basis for comparing the conditions of school districts and act as a powerful tool for district assessment, planning, and decision making. Three tables and three figures are included. Appendices contain copies of the database evaluation form and user's survey. (LMI)

Standards for Vocational Education. Guam: 8.

This brief document describes a system of performance measures and
standards for secondary and adult vocational education programs that
determine Guam Community College’s vocational program outcomes. The
three components of the system are academic competency measures and
standards, labor market measures and standards, and special needs
accessibility measures and standards. For each component are listed the
objective(s), one or more measures, the standard for each measure, and
the instrument used for measurement. Academic measures determine
outcomes in the acquisition of reading skills through pre- and posttest
reading level measures at the secondary and postsecondary levels. Labor
market measures/standards determine the vocational program completion
rates of vocational graduates in their specialty areas and determine wage
rates of vocational graduates in relevant areas. The three labor market
measures/standards are vocational program completion rate measure
(secondary), wage rate measure (secondary), and wage rate measure
(postsecondary). Special needs accessibility measures and standards
determine the placement rate of special needs students entering the job
market. A glossary defines the terms used. (NLA)

through a Model Partnership. Final Report and Final Evaluation Report of

A workplace literacy demonstration project was implemented through a
partnership among the Michigan Department of Education, Michigan
Institute for Adult Learning and Literacy, and the United Auto
Workers/General Motors (UAW/GM) Human Resource Center.
Competency-based, job-related foundation skills training was provided for
400 employees, and adults were provided with sufficient basic education
to enable them to benefit from job training and retraining programs. Skills
centers were established at three UAW/GM sites; these demonstration
locations used the following methods: (1) Skills 2000, a video/laser disc
program, to recruit and motivate students; (2) Comprehensive Adult
Student Assessment System (CASAS) to conduct indepth assessment of
each student; and (3) Adult Basic Skills (ABS), a computer-managed
educational program of Learning Unlimited to provide basic skills
instruction in an onsite, open entry/open exit learning center. An external
evaluation used 4 methods: interviews with 34 project staff, administrators,
and partners; interviews with a random sample of 51 participants; review
of data on learning gains and hours of instruction; and observation of the
skills centers. These findings were reported: the project had a profound
impact on participants' lives; the union-management relationship was
strengthened; Skills 2000 was used inconsistently and not valued as a key
element in the recruitment process; CASAS was considered highly
inadequate as an assessment tool for the population served; and ABS
provided a helpful structure for guiding many participants. Partner
commitment and support and project accessibility to employees were identified as strengths. Recommendations focused on improving assessment and curriculum materials and enhancing program recruitment. (Appendices to the final report include the following: detailed plan of operations; advisory board; sample agreement; instructor selection criteria; service delivery schedule; staff training; recruitment and publicity strategies; student assessment; educational development plan; assessment and learning gains reporting form; and evaluation plan. Appended to the evaluation are the following: list of interviewees; interview schedules; and adult basic skills grade equivalencies.) (YLB)


This needs assessment instrument was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a California project to integrate students with severe disabilities who were previously at special centers into services at regular school sites and students who were in special classes in regular schools into general education. Part I of the needs assessment is for use with local education agencies (LEAs) that have developed a written plan for integration/inclusion transitions. It is intended to help evaluate plan components in the following areas: least restrictive environment policy, student placement, physical plant availability and selection, accessibility criteria, staff assignments, administrative roles/responsibilities, interagency agreements, site and staff preparation, definitions of integration and/or inclusion, and facilitation of peer interactions. Part 2 is designed to assist in identifying: the history and goals of the LEA in regard to attitudes toward integration and inclusion; existing resources to support transitions; space concerns within accessible schools; personnel role changes; site preparation needs; and parent reactions to the integration/inclusion plan. Part 3 is intended for on-site review and covers environmental considerations, school climate, special education teacher integration, general education classroom environment, student integration, and the curricular and instructional model. (DB)


This edition of a statistical abstract published every few years on the higher education system in Israel presents the most recent data available through 1990-91. The data were gathered through the cooperation of the Central Bureau of Statistics and institutions of higher education. Chapter 1 presents a summary of principal findings covering the potential for and accessibility to undergraduate studies, student characteristics and enrollment, the progression of undergraduate studies in universities, recipients of degrees, staff, and financial and physical data. When
possible, comparisons are made with similar data from other developed nations. Findings include the following: entering undergraduates are either those who completed secondary education in Israel with a matriculation certificate, those who lack the matriculation certificate, or immigrants who completed secondary school abroad; the total number of students in higher education has increased by 6.4 percent since 1989-90; and the percent of students receiving bachelors degrees within 5 years has improved significantly. Remaining chapters present the data in extensive tables and figures. Appendixes contain a brief outline of the higher education system in Israel, technical information on the sources of data, definitions and classifications, and price indices for the ordinary budget of institutions. (JB)

A survey was conducted of the families and teachers of 1009 students with severe disabilities from five states, to identify factors associated with their integrated educational placement. The questionnaires were designed to measure 19 variables which integration literature suggests are predictive of integrated placement. Logistic regression procedures were utilized to determine the probability of integrated placement as a function of the identified variables, which included characteristics of the student, family, school program, administration, and logistics. Three theoretical models of variables associated with integrated placement were examined, representing integration advocacy, socioeconomic status, and program/facilities characteristics. Additionally, a combined model was estimated using the strongest predictors from the three theoretical models. Within the program/facilities model, predictor variables were the integration characteristics of the Individualized Education Program, the adequacy of ancillary services, transportation adequacy, and physical accessibility. Within the socioeconomic model, parents' rating of residence in an urban community and teachers' rating of higher general community income were associated with integrated placement. Within the advocacy model, the variable most strongly associated with integrated placement was teacher advocacy for integration, followed by administrator advocacy. When all the variables from the three conceptual models were combined, six strongly correlated variables were identified. (Contains 41 references.) (JDD)

This report examines how Minnesota school districts use regional education organizations and how well the existing system of regional organizations serves school districts. Data were obtained from a survey of all 395 Minnesota school districts, of which 321, or a response rate of 81 percent, responded. The survey focused on issues surrounding school
district membership in an education district or in one or more of three types of cooperative organizations: special education, secondary vocational, and telecommunications cooperatives. Findings indicate that: (1) there are a variety of regional education organizations available to Minnesota school districts; (2) there is extensive school district involvement in regional education organizations; (3) districts join primarily to obtain additional programs and services; (4) districts receive a wide variety of programs and services from regional education organizations; (5) districts are generally satisfied with their regional education organizations; (6) districts find advantages and disadvantages in belonging to more than one organization; and (7) most of those districts that choose not to join do so primarily because of their negative perceptions of structure, operation, and the requirement for local levy. Desirable qualities of a regional education organization include stability, accessibility, and local ownership. Eleven figures and four tables are included. The appendix contains the school district survey. (LMI)


This paper presents a literature review on governance and structure of higher education and a case study of a governance review in Nova Scotia (Canada), paying particular attention to the role of intermediary bodies between universities and governments. Types of governing structures are described. Issues in determining the ideal structure are then discussed, focusing on the principles of quality, accessibility, diversity, autonomy and accountability, incentives, and freedom. The paper then presents a counterbalance of these ideals with the reality of a recent case study where politics, both governmental and institutional, appeared more important than ideals. Four governance options developed by consultants to the Council of Nova Scotia University Presidents (CONSUP) are described, followed by the CONSUP modified version, and the response of Nova Scotia's government in granting executive authority to the Nova Scotia Council on Higher Education on the matter of funding allocations. The paper concludes that many governance problems stem from scarcity of resources, that institutions need to work closely with one another to ensure the best use of the available resources, and that an independent and effective coordinating body would be an invaluable aid to ensuring that Nova Scotians have access to postsecondary education of the highest quality. (Contains 19 references.) (GLR)


This tip sheet provides information on key educational reform issues and advises education writers on covering vocational education. Part one, Key Educational Reform Issues Areas, addresses three issues: integrating
academic and vocational education, tech prep, and performance standards and measures. Eight integration models are described:
incorporating more academic content; combining academic and vocational teachers; making academic courses more vocationally relevant; curricular "alignment"; requiring a senior project; initiating an academy model; developing occupational high schools and magnet schools; and focusing on occupational clusters, career paths, and occupational majors. Other policies for course approval, funding, and teacher training are outlined that could be used to support academic and vocational integration. Seven types of tech-prep programs are identified: traditional agreement, advanced placement, "two plus two", enhanced technical education, more information, nonduplication, and modified curriculum. Measures and standards are addressed in three broad categories: learning, labor market, and accessibility. Part Two, Covering Vocational Education, lists reading materials, suggests important issues and questions to ask, and presents information on NCRVE resources and ordering. (NLA)

New Mexico State Office of Child Development Santa Fe.[BBB32175] (1992). Early Childhood Training in New Mexico. 1991 Status Report. New Mexico: 75. This report describes a study of the training of early childhood educators in the state of New Mexico, undertaken during the summer of 1991. The study sought to: (1) determine the scope and content of training used by a variety of early childhood educators; (2) develop a profile of both agencies and individuals who provide training; (3) identify gaps in the system; and (4) make recommendations toward the development of a comprehensive training plan for the state of New Mexico. Surveys were developed and distributed to agencies and individuals that provide training to personnel working in child care education, and to the personnel themselves. Information was obtained on the types of training available, the content of the training, the frequency and timing of training, the types of personnel targeted, and the accessibility and affordability of training. Profiles of trainers and of personnel receiving training were also developed. The findings are contained in this report, along with implications and recommendations for future action. (AA)

New York State Education Dept. Albany.[QPX62775] (1992). Annual Report on the Plan for Ensuring Access for Individuals with Disabilities to All New York State Education Department Programs and Services. Annual Report on Access. New York: 28. The 1992 annual report provides an overview of activities undertaken by offices of the New York State Education Department to promote accessibility for people with disabilities to Department programs and services available to the public at large. It also summarizes accomplishments resulting from the collaboration of various Department offices through the Intra-Agency Council. Major accomplishments included training over 500 Department supervisors on working with employees with
disabilities and development of a Volunteer Internship Program, which provides people with severe disabilities with work experience in the Department's Office of Cultural Education. The first section, an overview, provides background information on the Intra-Agency Council and development and implementation of the Department Plan. Section 2 summarizes intra-office collaborative activities. Section 3 reviews the accomplishments that resulted from Department Plan implementation and the emerging issues to be addressed in next year's plans. The final section is on Council activities and summarizes issues addressed by the Council, Council accomplishments, results of the "Survey of Department Services to Employees with Disabilities," Council activities in response to the survey, and emerging issues. An attachment lists Intra-Agency Council members. (DB)

North Carolina Univ. Chapel Hill. Commission on Higher Education Facilities.[BBB27120] (1992). Facilities Inventory and Utilization Study, Fall of 1991, for the State of North Carolina. Twenty-Fifth Edition. North Carolina: 206. This publication presents the results of the 25th annual inventory and utilization study of the status of space in North Carolina institutions of higher education at the end of the fall term of 1991. The study provides data for 113 institutions including the public institutions which comprise the University of North Carolina, 39 private non-profit colleges and universities, and the 58 public two-year institutions of the Community College System. The report gives indications of the uses being made of the space and provides, where feasible, norms and historical information for the past five years. Statistics for private institutions are shown by group rather than institution. The study is divided into four sections. The section on the utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. The section on interior space characteristics statistically describes campus space by its uses and the programs to which it is assigned. The section on building characteristics contains data on building age, condition, and replacement cost. The final section describes accessibility to persons in wheelchairs. Included are an index and a nine-item bibliography. (JB)

Perry, K. (1992). Examining the Impact: A Summary of the Carl D. Perkins Vocational Education Act, 1983-84 through 1990-91. California: 37. To assess the impact of funds obtained through the Carl D. Perkins Vocational Education Act by the California Community Colleges (CCC), this report provides enrollment data and program accomplishments for academic years 1983-84 through 1990-91. The first part of the report features introductory material and extensive graphs of enrollment data for vocational education in the CCC. The second part provides brief descriptions of program accomplishments under the following headings: (1) "Adults in Need of Training"; (2) "Agriculture and Natural Resources"

This paper describes two distance education courses on educational technology offered to the University of Wyoming by the University of Toledo (Ohio) and Florida State University. The first course, "Teaching Computer Courseware Design Using Audio Teleconferencing and Electronic Mail," is described by its professor, Dennis C. Myers of Toledo. This course was held via teleconference on Saturday mornings. Students responded using one of several microphones placed in the classroom. Homework was mailed to the teacher or sent via a statewide educational telecommunications network. The major disadvantage to this course was the lack of interaction between teacher and students. Because of the nature of the course, students performed exercises in class on computers. Problems had to be verbalized over the teleconference medium rather than seen in person by the teacher, as they would have been in a traditional classroom. The classroom environment also would have been improved by the presence of a coordinator, so that students who became bored would not leave. Advantages of the course include accessibility to a course and a professor not otherwise available. Taught by Robert A. Reiser from Florida State University, the second course is described in his essay, "Audio Teleconferencing and Surface Mail Videotapes--Lessons from a Personal History." Reiser provides a brief description of the course, Trends and Issues in Instructional Technology, then lists the lessons learned from the experience. These included difficulty in knowing who was speaking over the teleconference medium, difficulty in gauging students'
reactions, necessary revision of course materials to fit the electronic medium, and scheduling logistics. Overall, both distance education experiences were deemed successful, with opportunities outweighing the frustrations with the medium. A student's perspective (Ellen Edwin) and a program unit coordinator's perspective (Landra L. Rezabek) are also provided. (DB)


This analysis of unemployment in Chicago (Illinois) focuses on geography as an aspect of employment accessibility. Part 1 analyzes the labor skills and employment needs of inner city unemployed using information from applications to the Chicago Urban League's Department of Employment, Counseling, and Training. The demographic characteristics of the unemployed in 1965-66 are compared to those of the unemployed in 1988-89. Current applicants are young and relatively well-educated when compared to those of 1965. They have work experience, but it is often in jobs of short duration. Those who are highly educated seem to have less access to professional positions than did similarly educated applicants 25 years ago, and comparably educated male applicants are more likely to work in unskilled jobs than were applicants 25 years ago. Manufacturing firms are more likely to provide long-term employment but the job base in the area is shifting to services, where jobs are generally short-term. Part 2 identified potential employment prospects in close proximity to Chicago inner-city unemployed by analyzing zones that can be reached by public transportation. The current public transportation system is poorly designed to meet the needs of the urban poor. Appendixes compare types of jobs and list the ZIP codes of two Chicago zones. (Contains 17 maps and 46 tables.) (SLD)


This bulletin describes types of prepayment and savings plans for financing college education, outlines advantages and disadvantages of these programs, and highlights issues that state and institutional planners and policymakers should consider. A description of existing tuition prepayment plans looks at state plans that typically permit investors to pre-purchase tuition for their beneficiaries at any public institution tax-free, at a cost equal to or less than the current cost of tuition. Drawbacks to these plans include restricting students to institutions in their own state, and problems with tuition caps and increases, equity, and accessibility of such plans to low- and middle-income groups. A further section discusses college savings plans which utilize state and city college savings bonds and federal EE Series savings bonds. Half of the states currently issue college savings bonds; Chicago (Illinois) and Pittsburgh (Pennsylvania)
are two cities offering college savings bonds. A review of combination guarantee and savings plans describes the Massachusetts College Opportunity Funds and the College Sure Certificate of Deposit. The report concludes that these plans can increase a family’s resources in financing postsecondary education. No single plan is without drawbacks, however, and most provide little benefit to the financially disadvantaged. Includes two comparison tables and 12 references. (JB)


This manual provides guidance for local unions setting up worker education programs--from basic skills to job training. It is based on the experiences of many different Service Employees International Union (SEIU) locals with diverse programs. The introduction explores the nature of worker education programs, determines what benefits accrue to unions for such programs, and proposes four keys to success (involve the workers, involve the employer, establish an equal partnership, and allow enough time). Chapter 1 discusses program staffing, including administrator, support staff, learning advocates, counselors, advisory committees, and instructors. Program design is the topic of Chapter 2. Subjects covered include what workers want and need, what should be offered (adult basic education, English as a Second Language, job training, career ladders, certification, service providers, curriculum development, worker selection and assessment, accessibility, publicity, and program evaluation. In Chapter 3, the guide suggests ways to find funds to run the program, from negotiating it in union contracts to providing it as an employee benefit or getting grant money. (KC)


This document, prepared for an ongoing assessment on adult literacy and new technologies, reports on a study that examined the scope and suitability of software for adult literacy programs, available sources of information concerning software use in adult literacy programs, and the implications for federal policy. First, a quantitative analysis of the distribution of the available supply of software for adult literacy with respect to subject, adult literacy submarket, type, price, computer brand, other hardware issues, and copyright date was performed. Next, detailed surveys and follow-up interviews were conducted with 33 adult literacy provider organizations throughout the United States for the purpose of assessing the suitability of the existing supply of software for different adult student populations. The needs of software acquisition decision makers, the type of information actually provided by different sources, and
the accessibility of each source were examined in an overview of sources that provider organizations consult for information about software. The study findings were synthesized into six recommendations regarding the federal government's role with respect to technology for adult literacy. The following materials are appended: 19 figures and 18 tables detailing the scope of the current supply of adult literacy software; a list of participating adult literacy provider organizations; the provider organization survey and interview forms; and a list of highly recommended stand-alone software products. Contains 17 references. (MN)


This book provides an overview of an evolving orientation to the facilitation of growth and learning that can be summarized as "challenge education." Challenge education is a complex synthesis of a variety of therapeutic, educational, recreational, rehabilitative, and enrichment strategies. Chapter 1 outlines the historical roots of challenge education and summarizes the contributions of various educational methodologies: outdoor education; camping education; adventure education; awareness education; somatic education; humanistic education; play education; recreation education; experiential education; and other influences derived from holistic health, family therapy, social psychology, interactional theory, spiritual education, and Native American education. Chapter 2 discusses philosophical foundations of challenge education, introducing the ideas of E. F. Schumacher, Arthur Combs, George Brown, Roberto Assagioli, Teilhard de Chardin, Jack Gibb, and Jiddu Krishnamurti, as well as ideas from existential theory, experiential education, neo-humanism, trust level theory, and "connectedness and belongingness" theory. Each of the first two chapters contains over 250 references for further exploration. Chapter 3 summarizes basic operational guidelines for challenge education, including mandatory procedures related to experiential learning, safety, risk awareness, goal setting, sequential approach to activities, debriefing, environmental concerns, and ethics, and highly desirable procedures involving pre- and post-program involvement, team building, evaluation and research, and solo time or introspection. Chapter 4 includes 10 original papers about contemporary issues in challenge education. These papers are: "Program Accessibility for Persons with Disabilities" (Christopher C. Roland); "Environmental Ethics" (Gary M. Robb); "Realizing Human Values" (Michael McGowan); "Leadership Development: Technical Skills, Peoplework Skills, Character Traits, Personal Growth, and Challenge Leadership" (Thomas E. Smith); "Societal Impact" (Warren Schumacher, Judith A. Hoyt); "Higher Education" (Dan Creely, Bill Quinn); "Corporate Outdoor Experiential Training & Development" (Richard J. Wagner, Gail M. Ryan, Christopher C. Roland); "Interdisciplinary Models, Approaches, & Networking" (Christopher C. Roland); "Urban Issues" (Steve Proudman); and "The
Like many states, California has included a literacy screen, the California Basic Educational Skills Test (CBEST), in the requirements that aspiring teachers must meet. In a state where demographic data indicate an increasing ethnic diversity among elementary and secondary student populations and an imminent teacher shortage that will be especially acute for ethnic minorities, the potential impact of a test such as the CBEST is very important. Ample precedents indicate that standardized tests have ethnic, and sometimes gender, correlates which therefore impact on a minority applicant's accessibility to a teaching credential. This study seeks to evaluate the degree to which CBEST scores correlate with Hispanic ethnicity. The sample consists of 660 candidates who took the CBEST in 1990; test scores were tabulated by ethnicity, gender, and whether the test-taker was a first-timer or a repeater. Results suggest that there are striking differences in the probability of passing the test, depending upon the candidate's ethnic membership; the probabilities based on gender are also different, but less dramatic. The data suggest an inherent conflict between screening candidates' basic literacy skills as a provision for access to teacher education and attempting to ensure that a candidate's exclusion from a career is not influenced by ethnicity or gender. (LL)
Utah State Office of Education Salt Lake City. [BBB19972] (1992). Section 504: Guidelines for Educators. Utah: 216. This manual's purpose is to provide technical assistance to educators regarding their obligations under Section 504 of the Rehabilitation Act of 1973, which protects persons participating in federally funded programs and activities from discrimination based upon their disability status. An introduction outlines the three major areas of emphasis of Section 504 and presents the definition of "disabled". The manual then presents definitions of relevant terms and examples of persons who are possibly eligible under Section 504. Responsibilities of the school district are reviewed, including provision of a free appropriate education, employment practices, and program accessibility. Section 504 is then compared with the Individuals with Disabilities Education Act; a question-and-answer section on Section 504 issues is presented; and sample policies and forms are provided. Appendices contain information for inservice education, the text of Section 504, Uniform Federal Accessibility Standards, and Section 504 compliance self-evaluation procedures. (JDD)

Voices for Illinois Children Chicago. [BBB25890] (1992). Success Starts Young: Expanding the Promise of the Illinois Preschool Program. Illinois: 67. In 1986, Illinois implemented the Children at Risk of Educational Failure preschool program. By the 1991-1992 school year, almost 25,000 children were enrolled in the program. This document reports on accessibility to, and community involvement in, the program, and instructional and evaluation practices used in the program. The section on accessibility discusses the topics of state funding and program enrollment, full-day programs for children of working parents, and children with disabilities or limited English proficiency. Several topics relevant to the program's operation in Chicago are examined. The section on family and community involvement considers the topics of parent involvement in the preschool program, school meals, and interagency cooperation in early childhood education. The section on instructional practices and evaluation examines the topics of developmentally appropriate practices, individual assessment profiles, an annual program review, and a longitudinal program evaluation. For each topic discussed, at least one recommendation is offered. Appendices present data on program funding and enrollment for the eight most populous cities, and for each county, in the state. A bibliography of 36 items is provided. (BC)

Wells, R. (1992). A Review of Computer-Mediated Communication for Distance Education: Teaching and Design Considerations. Idaho: 30. Computer-mediated communication (CMC) is one of the most recent technologies to be adopted for use in distance education. It provides the
means to establish an electronic classroom that is accessible to participants separated by physical distance or time. The literature on CMC is as varied as are the many applications. Most CMC publications are either general descriptions of the medium or projections of new applications within educational and corporate institutions. This review, however, focuses on a small subset of publications with findings and recommendations derived from empirical studies about the use of CMC for distance education. Some findings from these studies are sufficiently robust that they suggest some general trends. While CMC is found to be an ideal medium for fostering discussion among distance students and enhancing participation rates, it is observed that a sufficient critical mass of students and a facilitative teaching style are essential to fostering and maintaining online dialog. Because success in a CMC course is dependent, in large part, on convenient access to a computer, institutions are exploring different ways to increase computer accessibility. (Contains 75 references.) (SLD)


This survey, which was conducted in 1991, was designed to assess the education information needs of respondents, as well as the extent of their use of (Educational Resources Information Center), ERIC, their evaluation of ERIC services and products, and their suggestions for system improvement and expansion. The 1,184 respondents who completed a 21-question survey included administrators, classroom teachers, policymakers, education researchers, graduate students, and others. Their responses showed a high degree of familiarity with ERIC; librarians were the user group with the highest degree of ERIC recognition; the two most common ways to learn about ERIC were through courses or inservice training and through the library; over half of the respondents had used ERIC Clearinghouses; over a third had written documents in the database; and a large number were unfamiliar with or knew about but did not use the ERIC Document Reproduction Service. Well over half of the respondents who had done ERIC searches rated each type of search service—online, CD-ROM, and printed or microfiche indexes—as "Very Helpful." Both RIE and CIJE received particularly high ratings. Research was the most common purpose for database use, and school administrators were the most diverse in their use. User recommendations for improvement fell into four areas: technology expansion, database improvements, product improvement, and accessibility and training. This report contains an executive summary; background information on the survey; detailed discussions of both the survey findings and their implications; and recommendations for system improvements based on the findings. A copy of the questionnaire and a description of the survey methodology are appended. (BBM)

An evaluative study was done of a joint project, the Capstone Program, involving Keyano College (KC) and Athabasca University (AU), both in Alberta, Canada. The project enables students in the Fort McMurray (Alberta) area to complete a full-time university degree without leaving their home community. The research design focused on accessibility, attainment of university credit, credit for previous education, bureaucratic issues, academic problems, perceptions of success, effectiveness and cost issues and recommendations for change suggested by the stakeholders. Data were provided by administrators, instructors, students (past, present and future) and community groups via questionnaires, interviews and relevant records and documents. The evidence from the evaluation strongly supported the continuation of the Capstone Program as a viable system for improving access to postsecondary education. However, the evaluation also identified problems which included issues of mandate, academic freedom, formalization, and administration and operation. For example, the evaluation recommends that AU develop a policy that explicitly recognizes and addresses the mix of alternative delivery systems, and that AU staff, in consultation with KC staff, accelerate the joint production of a professional agreement which underscores collegiality between and among professional and support staff of both institutions. Five appendixes contain a funding proposal, source documents, description of a steering committee, community letters, and questionnaire responses. (JB)


This report contains information on institutions that submitted proposals for integrating technology in education to the Annenberg/CPB (Corporation for Public Broadcasting) Project's New Pathways to a Degree program. It is noted that, although the 243 proposals received contained a number of innovative ideas about how to use technologies to improve both the accessibility and the quality of higher education, only seven of them could be funded. The program information is presented under four headings: Recruitment and Orientation; Program and Course Development and Delivery; Support Services; and Faculty Development. Each proposal is described briefly, and a contact person and telephone number are listed. The appendices provide information about the "New Pathways to a Degree" program, the 7 funded projects, and 31 new Pathways Associates. More detailed descriptions are given of the funded projects--at the College of St. Catherine, St. Paul, Minnesota; Indiana University--Purdue University at Indianapolis, Indiana; University of Maine at Augusta; Northern Virginia Community College; Oregon State System of Higher Education (OSSHE), Eugene, Oregon; the Rochester Institute of
Technology, New York, and West Virginia University, Morgantown--as well as a brief description the Annenberg/CPB Project and lists of its television and audio course collections and research reports. Brief descriptions of six technology demonstration projects conclude the report. (DB)


This Ministry of Education report describes the effectiveness of the British Columbian school system in educating learners. A picture of the school system as seen in the performance of students and schools in 1990-1991 is presented. The report focuses on results that are representative of the province-wide performance of students and schools and contains descriptions, anecdotes, and photographs of schools and school districts of British Columbia. The first section describes the performance of British Columbia learners in achieving the three educational goals of the school system in student development: (1) intellectual; (2) human and social; and (3) career. The second section details the extent to which the school system demonstrates five attributes: (1) accessibility; (2) relevance; (3) equity; (4) quality; and (5) accountability. The two initial appendices list sources of information and key Ministry publications. The third appendix presents 13 detailed tables of data. (Author/CK)


The Livermore Education Center (LEC), an off-campus center of Chabot College, was established in 1975. In 1986, the South County Community College District designated the LEC a full-service community college campus eligible for state funding of facilities, and in 1988, the Board of Governors of the California Community Colleges approved Las Positas College (LPC) as the 107th college of the system. Although the college was built entirely with local funds, to receive state funds for capital expansion, the California Postsecondary Education Commission (CPEC) must formally review plans for the college, just as it reviews proposals and plans for new college campuses. This report constitutes CPEC's review of plans for LPC and its approval of the college within the California Community College System, making it eligible for state capital outlay funding as of the 1991-92 fiscal year. After part 1 reviews CPEC's conclusions and recommendations, part 2 describes CPEC's involvement in the college planning process and the history of the proposal for Las Positas College. Part 3 reviews the following aspects of the Las Positas proposal: adequate funding projections; alternatives to new campuses or off-campus centers; serving the disadvantaged; geographic and physical accessibility; environmental and social impact; effects on other institutions;
academic planning and program justification; and consideration of needed funding which includes projected capital outlay projects for LPC from 1990-91 through 1994-95. Appendixes include CPEC guidelines and procedures for the review of new campuses and off-campus centers; a history of LEC and LPC; and a copy of the LPC master plan educational program. (PAA)


This guide provides guidelines for meeting the accessibility requirements of the Americans with Disabilities (ADA) Act in college and university buildings. The publication is divided into 10 chapters, the first 7 of which present construction drawings, evaluation criteria, and specifications for: (1) site accessibility (external path of travel, curbing, parking); (2) the building entrance; (3) doors, (4) interior circulation, (5) restrooms and bathing facilities, (6) drinking fountains and pay telephones, and (7) special spaces and equipment (such as dormitories, kitchens, dining halls, libraries). Mandatory evaluation requirements are noted at the beginning of each chapter. The eighth chapter provides guidance for facilities inventory and evaluation. It discusses surveying for barriers and includes a detailed facilities survey instrument. Chapter 9 discusses other accessibility issues including cost effectiveness, communication, construction supervision, and program implementation. Chapter 10 lists additional resources including 57 organizations that can provide information about accessibility. There are also 105 construction detail line drawings (e.g., typical curb range details, accessible door handles, typical sleep/study room for two persons) and a glossary of definitions taken from the Americans with Disabilities Act. (Contains 59 references.) (JLS)


In an effort to determine the percent of use of sports facilities on Florida community college campuses, a survey was sent to community college presidents and campus recreation directors throughout the Florida Community College System (FCCS). The survey, distributed to all 25 branch campuses and 28 primary campuses in the system, was designed to determine the size of the facilities, and the percent of use by the athletic program, the physical education program, and the campus recreation program. To supplement the data provided in the 24 returned questionnaires, additional information was gathered from past research and personal observations of facilities. Study findings included the following: (1) 79% of the FCCS campuses had gymnasium; (2) 22% of the use of the gymnasiums was for community recreational activities; (3) 84% of the campuses provided weight rooms for their student body, with 30% of their use for community recreational activities; (4) 49% had multi-purpose rooms (17% community recreation); (5) 51% had rooms
designated for aerobic dance (15% community recreation); (6) martial arts facilities were available at 32% of the campuses (18% community recreation); (7) 26% had aquatic facilities (47% community recreation); (8) 84% had tennis courts (52% community recreation); and (9) 60% had a softball field, 21% had a golf range, 56% had fitness trails, 63% had a baseball field, and 23% had an archery field. Detailed data tables are included. (PAA)

This paper critically examines evaluations of the effects of early childhood development programs in Third World countries. Introductory comments underscoring the importance of preschool interventions for the improvement of primary schools are followed by a section explaining the paper's analytical framework, which posits an interactive relationship between the readiness of children for school and the readiness of schools for children. The readiness of children for school is defined in terms of children's physical capabilities and activity levels, cognitive ability, learning style, knowledge base, and social and psychological competencies, while the readiness of schools for children is considered in terms of availability, accessibility, quality, and adaptation to local needs and circumstances. This section concludes by examining the influence of these factors on school enrollment, progress, and performance. The second section reviews studies of: (1) nutrition intervention programs in Guatemala; Cali and Bogota, Colombia; and Pueblo, Mexico; (2) early childhood education programs in Asia, Latin America, and the Middle East; and (3) the effects of early intervention programs on enrollment, promotion, grade repetition, dropout rates, and performance. The following sections review the Indian Integrated Child Development Services and Peru's Programas No-Formal de Educacion Inicial. In the final section, the implications of these findings are discussed and policy recommendations regarding program integration, organization, and evaluation are presented. (AC)

This publication reports on a survey to develop a profile of adolescent health in Hawaii in order to develop effective prevention and intervention strategies. The survey covered: general health status; family, peer, and school problems; depression and suicide; use of licit and illicit substances; sexuality and sexually transmitted diseases; and self-esteem. Study participants were 1,335 tenth-grade students at 6 Oahu public high schools. Survey data are presented in 44 graphs and tables displaying analysis by gender, ethnicity, and socioeconomic status. The data
indicated that: (1) 42 percent of teenagers engage in sexual intercourse, of whom 39 percent use birth control; (2) 40 percent had problems at home with their parents or family; by gender, 50 percent of females compared to 30 percent of males reported problems at home; (3) 17 percent had attempted suicide; (4) 10 percent (17 percent of females and 4 percent of males) had been sexually abused; (5) 18 percent (23 percent of females and 14 percent of males) use cigarettes; (6) 14 percent had used marijuana; 41 percent had used alcohol; and (7) 15 percent used drugs. By ethnicity, 18 percent of native Hawaiians had low self-esteem and 21 percent of Caucasians had high self-esteem. Those with low self-esteem were more likely to engage in high risk behaviors than those with high self-esteem. Recommendations include the creation of multi-service centers that are school based or school linked where teenagers can receive an array of health, social, and vocational services; expanded state-wide violence prevention and conflict resolution programs; improved accessibility to reproductive health services; more preventive mental health services, including substance use and abuse education, available at accessible locations; and relationship counseling including decision-making skills and life planning education as a mandatory requirement at all high schools in Hawaii. (ND)


Despite their large numbers, environmental education resources can be difficult to find. The purpose of this catalogue is to broaden the awareness of available resources among educators and curriculum developers and facilitate their accessibility. This first edition of the catalogue contains approximately 1,200 of the more than 4,000 titles that make up the Pembina Institute's database. The catalogue is separated into three sections: (1) "Indexes" lists resources by environmental topic; (2) "Resource Listings" lists resources by alphabetical order; and (3) "Resource Distributor Listings" list distributors alphabetically. Bibliographic, ordering, and pricing information has been compiled for each resource. A descriptive review for each resource highlights the essential elements of the resource's content, structure, and its usefulness as a teaching tool. The environmental topic focus, reading level or intended audience, and type of educational use for which the resource is designed is also assessed. Additional features include instructions on how to use the catalogue; and a section that discusses environmental education in the 1990s, classroom and teaching components of environmental education, and environmental issues related to school operations. (MDH)

Tribal colleges are attracting, retaining, and educating a new population of Native students. These 24 institutions are characterized by their location on reservations, governance by local boards, dedicated faculty and administrators, intercollegiate cooperation and collaboration, frugal management of material resources, and the central role of Native spiritual and cultural values. Local control has been a basic premise of the tribal college movement, and has shaped individual colleges to meet the needs and preferences of their communities. Facing similar problems, founders of the first tribal colleges formed the American Indian Higher Education Consortium (AIHEC). AIHEC provides networks for faculty, administrators, and students, and has addressed itself to legislative advocacy, fundraising, faculty and staff development, and sharing of resources. Nontraditional students are the norm, and students are predominantly female, older, residentially isolated, and poor, with a high school equivalency diploma and family responsibilities. Successful student recruitment and retention are related to the accessibility and accountability of these institutions to their communities, simultaneous enrollment of family members, good teacher-student relationships, financial aid, student support services, and good institutional social climate. Curriculum, educational philosophy, teaching styles, and teaching methods vary between colleges, reflecting community needs and values. Successful educational outcomes include graduates having high employment rates, continuing on to higher degrees, and getting off federal assistance and welfare, as well as community economic development outcomes. However, federal funding is inadequate and shrinking. Increasing federal and state aid and private and corporate support are recommended. (SV)


This report addresses key elements that are part of the responsibilities of state councils on vocational education as required by the Carl D. Perkins Vocational Education Act of 1984. A core of requirements known as "common elements" provide compatible information from all states and territories. The report is organized in three sections and the following common elements are included: (1) under the Carl Perkins Vocational Education Act--accessibility and set-asides for special populations, funding formula for disadvantaged/handicapped, private-sector involvement, and allocation of state allotments; (2) under the Job Training Partnership Act (JTPA)--populations with serious barriers to employment and JTPA standards; and (3) under Vocational Education/JTPA Coordination--public education delivery system and local coordination. For each section, questions are answered using tables and data collected from Illinois vocational education programs. Eighteen tables are included in this report. (NLA)
A model project at Indian Hills Community College, Ottumwa, Iowa, provided a degree-bearing second-year course of vocational study to a nontraditional audience seeking high-technology training. The flexible, competency-based program offered three paths of study: a course in personal computing resulting in a diploma or an associate degree, an Associate of General Studies degree in Advanced Technology, and courses to be taken for skills upgrading/enhancement. The program was designed to use flexible study time, laboratory time, industry representatives, educational facilitators, and other college personnel in an innovative way. It was conducted during evenings to ensure accessibility. From summer of 1990 through spring of 1991, 73 students (68% female) participated in the program, 13 more than initially targeted. Of the 15 students who graduated during this time, 8 found employment in a related field, 5 found unrelated employment, and 2 continued their training. Costs per student were approximately $5,000. The project required input from a project supervisor, a project coordinator/secretary, a matriculation specialist, educational facilitators, and release instructors. (Appendixes, which make up more than one-half the report, include dissemination material--outreach letters, program brochures, newspaper advertisements, and a dissemination workshop agenda--and an external evaluator's report.) (KC)

This proceedings from the 1991 Iowa Governor's Pre-White House Conference on Library and Information Services contains a conference overview; a list of conference delegates; the conference program; national, state, and local recommendations made at the conference; and the keynote address by Nicky Stanke. The following issues were addressed in the national recommendations: the National Research and Education Network (NREN); publicity for libraries; school library media centers; information literacy; adult literacy; library funding; library standards; policymaking in libraries; Braille; meeting the information needs of deaf citizens; preservation; and historical issues. Topics addressed in the state recommendations were public records; historical information; telecommunications; library support staff; library cooperation; library funding; school media centers; library collections; and library planning. Issues addressed in local recommendations were accessibility for the disabled and adapted technology. (JLB)

This brochure addresses federal laws, regulations, and litigation that dictate how colleges and universities must accommodate the needs of students with disabilities. Emphasis is on the Americans with Disabilities Act and the Rehabilitation Act of 1973, Section 504. A summary of the laws' definitions of "handicap" or "disability" reviews litigation concerning the importance of the perception of handicap or disability and special problems with the conditions of drug and alcohol addiction. Requirements for federally assisted programs and activities are noted. Consideration is then given to specific student issues including admissions, adjustments to the academic program, auxiliary aids, student housing, financial aid, student employment, career counseling, placement, physical education and athletics, and health care and health insurance. Other aspects summarized include requirements for physical accessibility and transportation systems. Attached are a checklist of university offices and departments affected by the legislation and an appendix giving specific regulations on postsecondary education. (DB)


A chronic shortage of certified special education teachers has plagued rural West Virginia counties. This shortage is exacerbated by difficulties in teacher recruitment and retention. The highest priority of training must go to teachers currently employed in special education positions on temporary permits, since they are likely to continue employment. West Virginia University offers an on-the-job practicum experience for teachers pursuing certification or a master's degree in various areas of special education. The practicum is available to eligible teachers in their own rural classrooms. Through a collaborative practicum model, local cooperating teachers serve as trained field-based supervisors, substituting for university personnel who cannot physically reach the practicum students in their remote rural settings on a frequent schedule. During at least 10 observation sessions, the cooperating teacher evaluates the practicum student on 50 teaching competencies, particularly 5 competencies that the student has chosen to emphasize. The practicum project incorporates collaboration between the university and local school districts during the application process, participants' orientation session, cooperating teachers' training sessions, and debriefing of supervisors at the end of the school year. Available data indicate that well-trained field-based master teachers can provide quality supervision, and that the collaborative model is a cost-effective tool for improving the quality and accessibility of teacher training programs in rural areas. This paper contains 30 references. (SV)

This study examined the extent to which students with disabilities or special needs participate in Postsecondary Enrollment Options (PSEO), a Minnesota program which allows 11th and 12th grade students to complete high school credits at a 4-year or 2-year college or a postsecondary vocational training institution. Directors of the PSEO programs at the 77 participating postsecondary institutions were surveyed. Among findings were: (1) 8 percent of the reported 4,183 PSEO participants were considered to be students with disabilities or special needs; (2) 90 percent of these students were attending technical colleges or the University of Minnesota; (3) 47 percent were identified as having learning disabilities or special needs and 17 percent were gifted; (4) 8% reported English as their second language; (5) 8 percent of students were reported as having mental retardation or developmental disabilities; (6) 42 percent of PSEO students in urban areas were identified as disabled; and (7) Individualized Education Plans existed for 132 of the 318 program participants with disabilities. Comments from respondents addressed concerns about resources, knowledge of handicapping conditions, policy, positive feedback, student characteristics, accessibility issues, and inadequate transition. The study's implications for provision of support services, transition planning, and the need to supply more information to the postsecondary institutions are addressed. (7 references) (DB)


The Richland County (Ohio) Welfare Coordination Project had three main goals: (1) to examine the roles, functions, and allowable service activities of each of four agencies involved in adult education, training, and job placement efforts; (2) to develop a systematic approach to the selection of service providers for clients; and (3) to develop resources within the existing social service community to fill any gaps in services identified. Staff from the participating agencies worked toward the development of activities recommended by work groups of the agencies in the areas of education and training, support services, services to youth, job development and placement, service eligibility, and resource management. Recommendations included improved coordination, tracking of client progress, provision of child care and transportation resources, involvement of business, simplification of assessment and intake procedures, evaluation of quality as well as quantity of services, increasing hours and accessibility of services, and provision of counseling. (Appendixes to the report include a list of recommendations and the system collaboration committee documents and list of names.) (KC)


One of a series of studies related to the Delphi research project: "Policy Instruments for Higher Education in the Western Europe of the Future"
this paper presents interviews by a Dutch researcher with 15 authorities on U.S. higher education and the written contributions of two other experts: M. Peterson, E. Hines, M. Gade, G. Rhoades, A. McGuinness, F. Volkwein, E. Boyer, R. Geiger, T. Manning, P. Smith, T. Marchese, P. Hutchings, D. Bok, J. Folger, A. Tomlinson, C. Kerr, and E. El Khawas. Each of the interviews touches on some or all of the following topics: the present situation and expectations of the U.S. higher education system; specific characteristics of higher education in the U.S. in particular autonomy, multiplicity of funding sources, diversity, competition and accessibility; the federal government's role; the state government's role; methods for assessing teaching quality; accessibility of higher education; institutional behavior, in particular adaptability and responsiveness to new social demands; the role of faculty; the role of institutional mission statements; and the importance of public sector education. (JB)


This report summarizes activities and recommendations from workshops in Northern Ontario, Canada which were designed to inform principals of the details of the distance education initiative and to examine problems involved in the delivery and reception of distance education courses at the secondary level. Separate workshops were organized for Native Americans, Francophones, northwest Anglophones, and northeast Anglophones. It was apparent from the Native conference that distance education accessibility for First Nations communities has yet to be achieved. The foremost problem in organizing courses for delivery to secondary schools, both Francophone and Anglophone, is the coordination of needs and requirements among the participating school boards. There was also a strong demand for an organizing center for course delivery. For each workshop, the report lists conference objectives, summarizes presentations, and lists recommendations resulting from working sessions. In addition, the report includes: (1) results of workshop evaluations; (2) lists of workshop participants; (3) tables of secondary school distance education equipment and locations; (4) information for course enhancement which entails purchase of equipment and materials; (5) a proposal form and budget form for course enhancement; and (6) a telephone reference of Contact North employees. (KS)


This handbook is designed for use by anyone involved in providing educational or training opportunities for women. Chapter 1 discusses the outcome of women's education and use of this handbook. Chapters 2-6 make general suggestions about various issues around the provision of
high quality, relevant, and responsive education and training for women. Chapter 2 considers making women welcome. It focuses on practical and personal barriers: timing, care of dependents, accessibility, entry qualifications, finance, and benefits and grants. Chapter 3 discusses needs assessment, target groups, outreach and networking, publicity, and initial advice and guidance. Chapter 4 addresses content, learning approaches, and progression. Chapter 5 focuses on objectives, feedback and monitoring, and assessment and certification. Chapter 6 discusses staff and their support and training. Each chapter begins with a list of key points and ends with a checklist that can be used to assess progress in providing women's education. Chapter 7 lists some questions to help staff address the issues. Appendixes include a checklist of good practice for planning educational provision for women; a selected reading list of 47 references on women's education; and a list of resources and materials for women's education--self-help groups, child care, course materials for educational work with women, useful books for women learners, and guidelines for good practice in women's education. (YLB)


This monograph presents the plan of the Intra-Agency Council of the New York State Department of Education to increase physical and programmatic accessibility of all Department programs and services. First, the mission and goals of the Council as well as its activities are briefly reviewed. Next, the process for developing the department plan is detailed including specific actions to address such issues as access to Department-sponsored meetings, communication of Department policies regarding purchase of specialized equipment for disabled employees, and a training needs assessment. Responsibilities of the Department, of management, and of staff are then outlined. The major section presents the plan for each Department Office in terms of its responsibilities, identified priorities regarding accessibility, and actions planned for the next year. Plans of the following offices are detailed: Office of the President of the University and Commissioner of Education; Office of the Executive Commissioner; Office of Cultural Education; Office of Elementary, Middle, and Secondary Education; Office of Higher and Continuing Education; Office of the Professions; and Office of Vocational and Educational Services for Individuals with Disabilities. Finally, the plan's evaluation process is summarized. A listing of Council members is attached. (DB)


Results are reported of a study conducted to determine the status of available facility space in 113 North Carolina institutions of higher
education at the end of the drop-add period of the 1990 fall term. Information is presented in four sections which reflect the four broad facilities concerns for which data is provided: the utilization of instructional space; interior space characteristics; building characteristics; and accessibility of facilities to the mobility impaired. The section on the utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. The section dealing with interior space characteristics statistically describes campus space by its uses and the programs to which it is assigned. Also provided are data relating the sizes and capacities of classrooms and class laboratories. The section on building characteristics focuses on such data elements as building age, ownership, capital investment, condition, and replacement cost. The final section describes the amount and type of campus space which is accessible to persons who are confined to wheelchairs. The document contains an index, a list of participating institutions, and nine references.

This publication offers a portrait of poverty in San Antonio (Texas) based on an analysis of available statistical data and focusing on health, education, employment, housing, and human services. Five chapters each contain statistics regarding poverty in the United States, Texas, and San Antonio. Each chapter also begins with true stories about the poor in San Antonio telling about their lives, and ends with a section on community response. Chapter 1, "Health," covers the uninsured, the health status of San Antonio's poor, teenage pregnancy, accessibility of health care services to the poor, and health and culture. Chapter 2, "Education," describes early education, public education, dropouts in San Antonio, college aspirations, and literacy. Chapter 3, "Employment," considers the working poor, income and wages, employment, unemployment, economic trends, and job training programs. Chapter 4, "Housing," looks at housing conditions, the federal response to housing conditions, local response to housing conditions among San Antonio's poor, public housing developments, and the homeless. Chapter 5, "Human Services," details Aid to Families with Dependent Children, other income-related public assistance programs, personal social services in San Antonio, barriers to recipient utilization of human services, and funding dilemmas. A final section summarizes the challenges facing the city. Twenty-five figures, 21 tables, and 149 references are included. (JB)

The Wadena Public School District 819 (Minnesota) has a career education curriculum that includes the following: (1) emphasis on self-
esteem, decision making, and work ethic integrated into other subjects in elementary schools; (2) increased emphasis on these areas in home economics, industrial arts, English, science, and mathematics in junior high school, along with individual meetings with guidance counselors; and (3) integrated and direct instruction and experiences that focus on guided career exploration and course selection in senior high school. According to a survey of teachers, the strength of the program is the high level of awareness of and instruction directed toward career development needs in senior high school and integrated activities in the elementary school. Teachers cited the following program weaknesses: lack of K-12 planning and delivery of a career education strand in the curriculum, lack of resources, and low level of awareness of career education in the elementary and junior high school. Students surveyed saw areas of greatest need as self-analysis, job-seeking skills, and ability to locate information on careers. Recommendations for improvement include increasing use and accessibility of resources, creating greater awareness of infused career education/work readiness learner outcomes, and clearly articulating a K-12 career education curriculum. (13 references) (KC)


This paper discusses two related areas in which recent advancements in cognitive science and educational technology may affect instructional design theory. These are: (1) the analysis of information-to-be-learned; and (2) the linkage of learning theory to instructional prescriptions. The first area proposes extensions to current methods of content/task analysis procedures. Contextual module analysis proposes an additional analysis of the information based upon complex problems associated with a given situation. Whereas conventional content and task analyses identify the attributes of the information, the contextual module analysis identifies the organization and accessibility of the information in reference to a given situation. The second area proposes the framework for an instructional design model that links cognitive learning theories with specific educational strategies. Rather than acquisition of knowledge in nonsense isolation, it is proposed that learners acquire knowledge within meaningful situations. Research in instructional design theory has focused on strategies associated with declarative and procedural knowledge with minimal empirical work for strategies associated with contextual knowledge. Instructional technology should provide the means by which cognitive science can be applied to improvements in learning. (31 references) (DB)

An analysis of the effect of the Kansas School District Equalization Act (SDEA) of 1973 on public school financing is provided in this consultants' report on behalf of six plaintiff school districts in "Newton United School District 373 et al., v. the State of Kansas." Following an introduction, the second section sets forth the initial framing of the report in the context of the present action, citing analyses of other Kansas lawsuits. Section 3 reviews the broad parameters and features of the SDEA as it particularly affects this analysis, and the fourth section elaborates the framework used to evaluate the SDEA. Section 5 presents a statistical assessment of SDEA performance under selected equity standards--resource accessibility, wealth, neutrality, and taxpayer equity. Conclusions about the relationship between the statistical analysis and actual effects of the SDEA are offered in the sixth section, and a final synthesis is provided in the final section. Findings indicate that public school financing in Kansas is characterized by continued wealth-related opportunity, inequitable enrollment category classification, and a highly differentiated tax load. The recommendation is made to change the equalization formula that defines educational needs by inequitable enrollment categories. Sixteen tables are included. (12 references) (LMI)


This document reviews the interventions, such as policies, programs, and projects, that have been implemented by governments, donors, and other institutions to increase girls' access, persistence, and achievement at the primary school level. It examines both the formal system of primary education and nontraditional, alternative approaches to reach out-of-school girls. Its goal is to identify the strategies, practices, inputs, and factors that have had measurable impact in improving the availability and accessibility of basic education to girls in developing countries. The monograph employs an analytic model that categorizes interventions according to whether they address supply side (school factors) or demand side (household factors) barriers to girls' educational participation. On the supply side, few national policies are aimed at promoting girls' education. Educational expansion has limited effectiveness. At the program level, efforts are aimed at bringing schools closer to girls, making schools culturally appropriate, and helping girls learn. Textbooks, female teachers, and single sex schools may improve participation. On the demand side, interventions have attempted to lower the costs to parents of daughters' education and convince them of its benefits. Nontraditional approaches have succeeded in reaching girls prevented from attending school because of poverty and isolation. This paper concludes that, in addition to making school places available, schooling must be made accessible to girls. Multidimensional approaches to girls' education that take into account local context and both supply and demand factors have proven most successful. Selection of interventions should follow a logical process.
of development, based on needs assessment, monitoring, and evaluation. (DK)

Tuckett, A. (1991). Towards a Learning Workforce: A Policy Discussion Paper on Adult Learners at Work. United Kingdom England: 32. There is widespread agreement in Great Britain that the work force must receive more skills training if the country is to be competitive in the future. Of special concern is the 70 percent of the work force who left school at the earliest possible opportunity, and the (overlapping) 70 percent of the work force who have not received training for a long time. Barriers to training are seen as lack of time, lack of money, and negative attitudes toward learning. Recommendations can be made to government, to employers, to training and enterprise councils, and to educational institutions to improve access to skills training for all workers. Recommendations offered in this paper include the following: (1) the government should support paid learning for 30 hours per year for all adults and grant them the right to an additional unpaid 30 hours per year for study; (2) government should require employers to spend a minimum amount on employee development programs; (3) government should support adults seeking to reenter the labor market; (4) employers should audit skills of their existing staff, analyze organizational needs, and offer more job training opportunities to employees, including part-time employees; and (5) educational institutions should provide more accessibility for classes and more flexible requirements for entry and program completion. (KC)

Wheeler, J. J. (1991). Educating Students with Severe Disabilities in General Education Settings: A Resource Manual. South Dakota: 32. This paper reviews literature relating to the educational needs of children with severe disabilities and describes methods to facilitate inclusion of these children into integrated educational settings. The paper defines use of the term "learners with severe disabilities" and outlines trends in placement of these learners. Components of a quality education are identified, including its age appropriateness, specific objectives, functional activities, consistent cue hierarchy, systematic data-based instruction, periodic program review, community-based instruction, integrated delivery of related services, interactions with nondisabled peers, transition planning, and home-school partnership. A synthesis of the literature on assessment of learners with severe disabilities emphasizes the use of ecological inventories and transdisciplinary models. Modifications designed to facilitate inclusion of learners with severe disabilities in integrated educational settings are then discussed, including improved accessibility, increased teacher familiarity with specialized needs of students with severe disabilities, and others. (Includes 21 references.) (JDD)

Measuring the effects of computer-managed instruction (CMI) on the teaching of and student writing about literature involves more than having students write and then evaluating their performance. Measurement is made difficult by the fact that the computer technology used in instruction is in a state of flux. Variation of computer technology, whether in the form of the operating system, platform, or instructional software, is profitable for its designers. The use of computers in literature instruction can mean: (1) greater creativity, because instruction is freed from the two-dimensional text; (2) more interconnectivity to the text, as a result of greater accessibility; (3) closer analysis of the text, as the mechanics of textual analysis are simpler; and (4) greater fluency in the manipulation of symbols. Many different types of assessment can be applied over a period of years. Teachers can use "process logs" to track student interaction with literature and the new technology. The "blind" reading of student essays can be replaced by a consensual assessment model, by which multiple scorers/readers assess a given essay simultaneously and anonymously. Among the dangers of CMI are that the technology will overshadow the writing and that the system will aggravate the inability of many students to concentrate. (SG)


Over the past 10 years, Austin Community College (ACC) has expanded college offerings from 41 degree programs, 24 degree options, and 1 certificate program to 60 degree plans, 35 degree options, and 22 certificate programs. In addition, ACC has grown from an enrollment of 13,000 credit students to over 24,000 students. During the past 5 years, minority full-time faculty have increased from 12% to 20% of the faculty. Changes in the economy, growing enrollments, demands of local businesses, new legislative mandates for minimal skills competency among degree students, and lagging state funding require careful planning to meet the institution's future needs. Consistent with its focus on accessibility and flexibility, ACC has plans to: (1) initiate new curricular programs in service sector occupations; (2) become a continuing education center for governmental employees; (3) develop a pre-education curriculum for future teachers; and (4) include an entrepreneurship track in the mid-management curriculum. To help meet the demands for a world class workforce, ACC will develop articulation agreements with independent school districts and adopt a core requirement in computer competency. To better fulfill its fourfold mission of quality, flexibility, accessibility, and diversity, ACC will implement an honors program, an international studies curriculum, 2 + 2 programs, and a mentoring program for underprepared students. Other college goals
include increasing the number of minority instructors, developing a
minority leadership program, and establishing a mentorship program for
minority secondary school students. (JMC)

Barton, D. and M. E. Hamilton (1990). Researching Literacy in Industrialised
Influences upon trends in literacy research include national and
international agendas, active networks, and public images of literacy. Five
trends in literacy research can be discerned. The first trend is research
that tries to determine the extent of difficulties with literacy and its causes.
Another trend is a shift in views and definitions of literacy toward a "social
view." Third, a trend toward developing models of literacy learning
appropriate for adults is noticeable. The fourth trend is an appreciation of
the diversity of needs for literacy within the populations of industrialized
countries and the development of flexible types of provision to meet these
needs. A fifth trend is toward seeing literacy within the broader framework
of language policy within a country and investigating the accessibility of
contemporary language. Appropriate prerequisites for adult literacy
research are examination of links between research and practice, an
interdisciplinary approach, and international networks. (Appendixes
include 129 references, examples of international and national agendas
for literacy, summaries of methods and results of selected literacy
surveys, and information on an exchange network on functional literacy in
industrialized countries. An abstract in French is provided.) (YLB)

Laboratories at Colleges and Universities. Wisconsin: 33.
This paper discusses the issue of providing equitable access to computer
equipment for disabled students in postsecondary education. Potential
access problems may exist in the areas of input, output, environment, and
documentation/support/training. Five checklists are provided that focus on
generic strategies to fully or partially cover the needs of the majority of
users with disabilities. The first checklist covers team preparation for
development of campus adaptive computing services, while the other four
cover different levels of implementation (low cost/short implementation
time measures, moderate cost/moderate implementation time measures,
annual budget measures, and long-term planning measures). For students
requiring equipment that is highly individualized and specialized, it is
recommended that a contingency fund be created to acquire necessary
adaptations and that funds be pooled among a number of institutions and
equipment acquired be made available to each institution. Appendixes list
sources of general information, computer access guidelines information,
product information, and alternative funding information, as well as
disability-related organizations and organizations/conferences relating to
computers and disability. (JDD)

This book contains the partial proceedings of a symposium dedicated to concern for basic education for the masses. The book includes a position paper that focuses on education in relation to its cultural setting, socio-economic context, and partnerships in research. The result of the meeting was the identification of research that seemed instrumental in addressing problematic issues in education in developing countries. The outcomes of the research were expected to contribute to an improvement of the accessibility, relevance, and effectiveness of education. The volume contains 28 articles written by participants in the symposium, beginning with a position paper that provides the theoretical framework. The articles are grouped into four sections. The first section (Education, Culture and Development) contains a review of the major problems that developing countries face in providing adequate and relevant education to nations, and three articles highlighting the relationships among education, culture, and development. Section 2, "Education and Culture," deals more specifically with the link between education and culture, indigenous knowledge and indigenous learning, popular culture, creating of a national identity, and the relevance of social research in intervention systems. The third section is "Education and Productive Life." Articles in this section discuss education for self employment at the primary school level, work experience programs in secondary schools, and technical and vocational training for girls. The final section discusses educational research and networking. (DK)


The issue brief discusses technological principles, issues, and design features discovered or used by projects funded by the Office of Special Education Programs (OSEP). Information was obtained from interviews with project directors who were asked about their project experiences, the features and design principles essential to the success of their projects, the problems they encountered, and how these problems could be resolved. After a brief discussion of technology transfer, information is presented according to three major stages in assistive technology development: designing to fit user needs; prototype development, testing, and evaluation; and distribution. Key features of 10 projects contributing to the report are summarized in tabular form and include information on project director and organization, grant or contract period, prototype educational aid, function, functional limitations, and features. An appendix charts accessibility features in relation to user characteristics (such as physical impairments, visual impairments, hearing impairments, or seizure disorders) as well as features to facilitate third party manufacturers for all
five disability areas. Name, address, and telephone number of five current OSEP projects promoting the use of assistive technology are also appended. Twenty-eight additional resources are suggested. (DB)

The standards for accreditation presented in this paper were developed by the Accrediting Commission for Community and Junior Colleges to measure basic characteristics of quality required of all accredited institutions. The accreditation standards are divided into eight areas. Standard one discusses institutional integrity: purposes; planning; and effectiveness. Standard two discusses educational programs: general requirements; articulation; curriculum planning and evaluation; and credit and non-credit courses. Specific topics under standard three are student services and co-curricular learning environments, which are discussed in terms of general provisions, counseling services, admissions and records, coordination and administration, and the comprehensiveness of services. Provisions for faculty and staff in the areas of selection, qualifications, evaluation, staff development, and other personnel policies are the focus of standard four. Standard five discusses various aspects of learning resources, including collection development, accessibility, faculty and staff, and general provisions. Standard six concerns physical resources, such as facilities, equipment, facilities planning, and financial resources. The final standard covers aspects of governance and administration, including the governing board, administrative services, faculty, support staff, and students. Supporting documentation is listed for each standard. (JMC)

This literature survey examines rural problems and potential improvement strategies that have emerged on the agendas of rural educators and policymakers. The report discusses diverse rural conditions, demographic shifts, economic changes, technological improvements in education, increased demand for reform in curriculum and classroom management, teacher shortages, low educational attainment, financial support, and current federal and state rural education policies. Historically, states have taken responsibility for education, with the Federal Government acting to insure equal opportunity and to disseminate new approaches. Rural people are culturally diverse, but generally hold a relationship with the land and natural resources. Population growth and composition affect the wealth of the economy, career opportunities, tax collection and allocation, teacher availability, and accessibility of potential partnerships. New demands on rural teachers are high, and their retention poses a problem. Rural schools' curriculum and classroom management have also been subject to change due to public pressures for reform. The sparsity of rural
population means education is more expensive than it is elsewhere. Financial support for rural schools remains a problem, and rural America continues to have a disproportionate share of educational deprivation. Rural youth generally enter school later, they progress more slowly, and leave earlier. Positive changes will not be possible unless governments and private foundations address the fundamental problems and causes underlying these deficiencies. The document concludes that rural educators must build on the strengths of diversity, learn to use technology effectively, use community resources, and build effective partnership programs. The document includes a bibliography with approximately 60 entries. (TES)


Designed to open debate about the future of Quebec's community college system, Colleges of General and Professional Education (CEGEP), this report offers projections about the characteristics of Quebec society in the year 2000, explores the mission of the community college system, and considers issues related to the administration of the CEGEP. Part 1 describes Quebec in the year 2000, providing facts, data, and hypotheses related to the anticipated demographic and economic situation, social and cultural characteristics, and scientific and technological developments. In part 2, the mission of the community colleges and ways of achieving that mission are discussed. The educational mission is considered in terms of current educational and training needs, college clientele, traditional college-age and adult enrollments, student characteristics, accessibility, college instruction, diverse types of programs, transfer and vocational education, and college outcomes. This section also briefly discusses two other college missions: community service and research. Part 3 focuses on management issues, including: (1) the legal foundations of the governance system; (2) the distribution of the colleges throughout the province; (3) program administration; (4) college administrative structures; (5) human resource management; (6) financial resource management; and (7) private colleges. Throughout the report, each major section concludes with a series of questions posed by the CEGEP's Council of Colleges for further discussion. (AC)


The history of museology over the last century suggests that, in general, the founding of a new natural history museum is rarely the result of
planning within the cultural policy field, a situation contrary to what occurs in the history of art museums. This lack of planning with respect to natural history museums has several causes, particularly in Europe, including: a narrow cultural view of science; a lack of importance being attached to the role of these museums in promoting environmental awareness and proper land-use; and lack of capital investment since natural history museums are most often not tourist attractions. Reported here are the activities surrounding the Seminar on Natural Museums in Strasbourg during September, 1989. The main theme of this seminar was spotlighting the current museological revolution in terms of public accessibility, of techniques to stimulate and connect community action, of the recognition of an expanding social role, about new career opportunities, and about the creation of partnerships with environmental management agencies. Included in this document are: (1) an introduction detailing the rationale and purpose of the seminar; and (2) a summary of the speaker presentations and group discussions outlined by preamble and major themes, sub-themes and discussions, and proposals for follow-up activities including the conclusions and final declarations. Appendices, which make up the bulk of the document, include: a list of seminar participants with contact information; the official seminar program; the draft of recommendations to member common market states on the role of museums in environmental education, information, and training; texts of speeches, presentations, and reports; and photocopies of several reviews from the print media in Europe. (JJK)


The educational system of the Federated States of Micronesia (FSM) is reviewed with a focus on efficiency, accessibility, and effectiveness. Methodology is based on individual and group interviews and informal discussions with approximately 1,500 respondents from all sectors of the educational community, and on observation of over 75 elementary and secondary school facilities and 5 postsecondary campuses. Five key issues for reform are examined: infrastructure; personnel; curriculum; governance/policy; and finance. Recommendations are made for improvement at the national and state levels. An assessment based on interviews and observation of the nation's postsecondary system is also presented. Lists of contributors and participants and sample questionnaire are included. (LMI)


In 1989, a province-wide survey was conducted to assess public opinion concerning adult education and the New Brunswick Community College System (NBCCS). A random sample of 800 respondents between the
ages of 18 and 65 was surveyed regarding the quality of education, the quality of job-related education and training, experiences within the educational system, educational finance, and the accessibility, convenience, and demand for education. Major survey findings, based on a 54% response rate, included the following: (1) 80% of the respondents rated community colleges excellent to good, comparable to the 80% excellent to good rating of universities; (2) twice as many Francophones (21%) rated the quality of education at colleges and private academies as excellent, compared to 10% of the Anglophones; (3) 76% of the public gave NBCCS job-related education an excellent to good rating; (4) over 75% perceived graduates of the NBCCS to be satisfied with the quality of education they had received; (5) respondents were more familiar with the educational programs offered by high schools and the NBCCS than with those of universities and private academies; (6) 79% claimed to have had a very or somewhat positive experience with the New Brunswick educational system; (7) people who had positive educational experiences cited good selection of programs or courses or the competence of teachers as factors, while those who had negative experiences cited poor courses or programs, personal problems, or negative reactions to teachers; and (8) 82% of the respondents said too little money was allocated for education. Appendixes include a description of research methodology, the survey instrument, a list of programs surveyed by job clusters, and verbatim survey responses. (WJT)


Accessibility features of buildings and facilities provide the opportunity for handicapped persons in the community to become more self-reliant and independent; barrier-free design can enable a person with disabilities to achieve his or her potential for contributions to society. In 1989, the Florida Legislature passed a bill mandating changes to the requirements for accessibility for the physically handicapped. The bill also stipulated that the Department of Community Affairs be required to prepare a manual that fully explains the relationship and requirements of the American National Standards Institute (ANSI) standard and Part V of Chapter 553, Florida Statutes, relating to handicapped accessibility. This publication will be useful to many groups throughout the state in determining the minimum requirements for providing accessibility. Included within this manual are the requirements of Part V, Chapter 553, Florida Statutes; the mandatory portions of ANSI A117.1, 1986; definitions; interpretive illustrations; special notes; and three appendixes containing copies of the relevant legislation. The special notes contain additional data that should help to clarify the minimum requirements of the code. The text is laid out in concert with the interpretive illustrations so that a verbal and graphic representation of the subject matter is presented together. (KM)

Designed to assist individual public libraries in the development of policies and procedures, these guidelines include examples and/or samples of points that should be considered and addressed in a policy manual. Following a brief introduction, the guide is divided into four sections, each of which contains a set of general policy statements accompanied by a checklist of recommended procedures to follow. The topics addressed in these sections include: (1) Public Library Role Descriptions (community activities center and information center, formal education support and independent learning center, popular materials center, preschoolers' door to learning, reference library, research center); (2) Governing Authority (board membership/development, board responsibilities/administrative librarian, finances, personnel); (3) Facilities (accessibility, users and usage, materials); and (4) Services: Reference (services to special populations, programs, public relations). A 159-item bibliography is provided. Ten appendices make up the major part of the guide: (1) Glossary; (2) Library Services Policies; (3) Elements of Personnel Policies--Example: St. Louis Public Library Personnel Policies (covers generic personnel policies, employee classifications, job descriptions, duties and procedures, pre-employment guides, exit interviews, performance evaluation, orientation of new employees, and library volunteers); (4) Collection Development (includes weeding); (5) Basic Reference (includes alternative reference tools); (6) Trustees and Community Involvement; (7) Evaluation of Services (including personnel); (8) excerpts of library documents relating to intellectual freedom; (9) Lighting; and (10) Current Space Needs (includes guidelines for determining minimum space requirements and a library space planning guide). (MAB)


In order to provide a basis for objective assessment of the accomplishments of the college and to simultaneously document its future course, Germanna Community College (GCC) developed this student assessment plan in 1987. The document consists of sections on the following topics: (1) plan development, including a mission statement; information on the drafting of an educational master plan and a facilities master plan; and an outline of the steps involved in the development of the student assessment plan; (2) the college mission and educational goals, including an overview and lists of GCC’s programs of instruction and programs of study; (3) a profile of GCC’s students, including their objectives, demographics, and graduation trends; (4) explanation of assessment methods and schedule, including educational outcomes to be evaluated, methods to demonstrate achievement of standards of
performance, categories of students to be assessed, and a schedule for assessing students; (5) assessment plan integration, including an overview, provisions for accessibility of the data, a timeframe, activity schedules, activity definition, and implementation guide; and (6) assessment plan evaluation. Fifteen appendixes include population data, penetration rates, survey instruments, and enrollment and graduation data. In addition, two attachments contain a 1990 interim assessment report and a plan for reviewing the process scheduled by the Institutional Research Committee for 1990-1991. (JMC)


A series of papers is presented from two symposia sponsored by the Work Environment and Technology Committee and offered at annual conferences of the President's Committee on Employment of People with Disabilities. The 1988 symposium was called "Applying Technology in the Work Environment" and the 1989 symposium was called "Reasonable Accommodation through Technology." The papers provide diverse perspectives on issues concerning application of technology to the needs of workers with disabilities. The papers include: "The Consumer's Role in Job Accommodation" (James A. Kutsch, Jr.); "Rehabilitation Counseling and Technology Assessment for Job Accommodations" (Reed Greenwood); "Universal Design and Office Accommodations" (Susan Carter and Diane Patry); "Federal Accessibility Policy: A Tool for Advancing Innovation" (Susan Brummel); "High-Tech Homework" (Donna Walters Kozberg); "Rehabilitation Engineering Applications for Low-Back Pain and Other Disabilities" (Gerald Weisman); "Employment Technology Programs for People with Disabilities: Case Studies of Successful Fund Raising Approaches" (N. Jeanne Argoff); and "Innovative Technology for People with Disabilities: What Can Be, What Is, and What Will Be" (Sam McFarland). (JDD)


After providing examples of the use of computer-mediated communications networks such as Kids Network, Project INSITE, and Project Earth Lab to create real-world contexts for student learning, this paper notes that teacher learning and collaboration has been a secondary issue. It is argued that the urgency of such national efforts as school restructuring and pedagogical reform, combined with increasing accessibility of computer-based communications, creates both the need and the opportunity for research on teacher collaborations via networks. Theoretical and practical approaches to this research are outlined. The most effective networks, it is noted, are likely to be those that are designed to support a shared vision of the collaborative social and
organizational reality desired by and for teachers and educational communities. (20 references) (GL)


Literature on mastery learning (ML) is reviewed from the perspectives of past efforts, current approaches, and future directions. To date, approaches in managing the ML literature have been in four major areas: (1) the "typing" of ML efforts in the context of a comprehensive literature review; (2) the compilation of state-of-the-art bibliographies of ML; (3) the synthesis of empirical ML studies through meta-analysis; and (4) interrelating the concepts and variables common to ML, effective schools, and outcome-based schooling via a macro-model. The current problem appears to be one of bringing more organization, control, and accessibility to the vast collection of ML literature. Future directions are discussed in the following areas: more investigation of learner-oriented and instruction-oriented variables considered to be alterable; greater interest in why ML succeeds; more interplay between ML and instructional psychology; an improved framework and new taxonomy for interpreting documents; more emphasis on aspects of ML related to other disciplines; and interrelating ML and other school reform movements. A table presents a new taxonomy for literature analysis. A 29-item list of references is included. (SLD)


Prepared in response to a request from the Iowa state General Assembly, this report outlines major issues facing the state's community colleges and provides recommendations for increasing effectiveness and accountability. Following introductory materials, the report describes the five major guiding principals in the development of Iowa's community colleges: state administration, accessibility, comprehensiveness, and responsiveness to their service areas. Next, major issues facing the colleges and related recommendations are presented for each of the guiding principals, including the following: (1) the need to strengthen the governance system and improve articulation; (2) the need to review the number of college attendance centers, address equity and affordability issues, increase the colleges' role in distance learning, and expand state financial aid; (3) the need to recognize the colleges' role in providing development education and provide funding; (4) the need for colleges to coordinate services on a regional basis; and (5) the need to address accountability issues related to strategic planning, quality assessment, the development of a management information system, revision of the college funding formula, licensure requirements, the development of a general education core curriculum,
and image enhancement. Appendixes, comprising half the report, provide a state policy statement on area colleges and schools, a list of source documents, descriptions of state board and directors’ responsibilities toward area schools, information on the establishment of the state Division of Community Colleges, a history of area community colleges, and a map of colleges. (KP)


This executive summary describes the movement of people with developmental disabilities toward the goals of independence, productivity, and integration, as evidenced by reports prepared by the State Developmental Disabilities Planning Councils. The summary outlines findings from state reports in relation to major life areas: learning; working; housing; health; civil rights; and related supports to individuals, families, and communities. The executive summary presents goals for people with developmental disabilities, recent accomplishments at the state and local level, quotes from consumers and family members, and recommendations directed primarily at the federal level. State surveys were conducted on the status of individuals with developmental disabilities and their satisfaction with services being received, and data are presented in the areas of independence, productivity, and integration and the major life areas. Critical issues and barriers are discussed, such as the availability of particular supports, services, or programs; their accessibility; their lack of focus on independence, productivity, and integration; the quality of services; and consumer control. Groups reported as unserved or underserved are listed. (JDD)


The materials listed in this reference circular are recommended to libraries and organizations as basic resources for providing a current information service on visual impairments and physical disabilities. The selections, which are based on the holdings of the Reference Section of the National Library Service (NLS) for the Blind and Physically Handicapped, have been made on the basis of currency and authoritativeness. All titles are in print and, with a few exceptions, have been published since 1980. Pricing and ordering information have been provided in most cases. The following aspects of visual and physical disabilities are represented in book format: accessibility; aging; assistive devices; blindness and visual impairments; deaf-blindness; deafness and hearing impairments; developmental disabilities; education; employment and rehabilitative services;
independent living; learning disabilities; legal rights; library services; medical aspects of disability; neurological disorders; orthopedic disorders; parent education; psychosocial aspects of disability; recreation; and travel. Directories and other reference resources which present information on assistive devices, agencies, programs and services, materials in special formats, and other supplemental references are also listed, as well as relevant periodicals, free and inexpensive materials, NLS resources, and information centers and online services. A list of other reference circulars and bibliographies published by the NLS reference section concludes the circular. (MAB)

In response to a 1987 survey that indicated that continuing education was the most pressing need of the Idaho library community, the Idaho State Library convened a task force that worked with a consulting librarians' group to prepare a 3-year continuing education plan for individuals involved with all types of libraries. Indicators at that time led to a separate study of trustee continuing education, and the State Library contracted a consultant to work with staff to create a supplemental element for future revisions of the 3-year plan specifically focused on the education and organization of public library trustees. Focus groups were held for trustees. From this study, the following goals were derived, to be included in a revised 3-year continuing education plan beginning in 1992-1994: (1) trustee information needs are assessed on a regular basis; (2) trustees have personal contact with other trustees, librarians, and State Library representatives on a regular basis; and (3) continuing library education opportunities are made available to trustees according to their prioritized needs for content, method of delivery, and geographic accessibility. Objectives to be met in pursuit of these goals are outlined. An appendix contains supplemental material including focus group attendees, cover letters and information sent to them, and lists of topics for discussion. (SLD)

This paper cites the incidence of substance abuse among individuals with physical disabilities, especially among students in postsecondary education. The paper notes that differences in drug use patterns depend on whether the disability is congenital or trauma-generated and describes differences in the type of abuse depending on whether the abuse problem came before the disability or vice versa. The accessibility of drugs, the atypical social experiences of individuals with disabilities, societal enabling and entitlement of drug use among persons with disabilities, and the lack of identification of substance abusers are discussed. Strategies to address substance abuse among persons with disabilities are identified, including
professional and student education, screening programs, an intervention team approach, and support groups. The paper concludes by urging departments for disabled student services in postsecondary institutions to incorporate substance abuse policy and procedures into their spectrum of issues addressed. (JDD)

National Advisory Council on Indian Education Washington DC.[BBB10295]

This report summarizes two joint sessions held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony on issues relevant to special education for Native American children. Issues and problems were in the areas of: (1) gifted and talented education, including lack of services due to financial problems or racial bias among educators, exclusion of gifted children from services due to culturally biased standardized tests, and parent participation; (2) education of handicapped and learning disabled students, including misdiagnosis of language problems as learning deficits and misdiagnosis and inappropriate placement of students who are performing poorly due to family problems or cultural barriers; (3) the shortage of Native special education teachers and the inaccessibility of teacher education programs to most reservation American Indians; and (4) difficulties with Bureau of Indian Affairs guidelines on exceptionality and standardized tests, and inadequate funding for textbooks. Also discussed were successful programs and strategies that motivate gifted students, provide a summer college experience for gifted students, provide handicapped students with peer helpers, expand accessibility of higher education for students with disabilities, and use local elders to help with exceptional children in the classroom. Recommendations are made for school improvement strategies. (SV)

National Advisory Council on Indian Education Washington DC.[BBB10295]

This report summarizes a joint session held by the Indian Nations At Risk Task Force and the National Advisory Council on Indian Education to hear testimony from Native American tribal elders on their needs and their role in the educational system. Issues and problems were in the areas of: (1) the need for a support system for the elderly; (2) elders as a language, history, and culture resource; (3) elders as a support system for students; (4) facility deficiencies in accessibility for elderly and handicapped
persons; (5) overmedication of elderly persons and the need for a holistic approach to wellness and health care; (6) the need for adult day care programs in the community; and (7) the need for culturally appropriate therapy to help elders deal with the grief accumulated during their lives and with substance abuse problems. Also discussed were recommendations for bringing elders into the schools, and effective programs and strategies for elder participation, including tribal health services and meals for the elderly, transporting elders to recreational and cultural activities, elders teaching traditional child rearing practices to teen mothers in school, elders as storytellers in school, intergenerational community service projects involving elders and youth, elders as aides in special education classes, and elders and medicine men serving as advisors in the development of educational philosophy at Navajo Community College. (SV)

Results are reported of a study conducted to determine the status of available facility space in 113 North Carolina institutions of higher education at the end of the drop-add period of the 1989 fall term. Information is presented in four sections which reflect the four broad facilities concerns for which data is provided: the utilization of instructional space; interior space characteristics; building characteristics; and accessibility of facilities to the mobility impaired. The section on the utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. The section dealing with interior space characteristics statistically describes campus space by its uses and the programs to which it is assigned. Also provided are data relating the sizes and capacities of classrooms and class laboratories. The section on building characteristics focuses on such data elements as building age, condition, and replacement cost. The final section describes the amount and type of campus space which is accessible to persons who are confined to wheelchairs. Contains an index, a list of participating institutions, and nine references. (GLR)

This publication presents the strategic plan for Oklahoma vocational-technical education that was designed to be used as a framework for developing functional plans at the state and district levels. It begins with a list of the nine strategic goals that have been developed as the starting point in systemwide strategic planning. The nine goals are built around the following concepts: quality enhancement, career development, work force
literacy, accessibility, at-risk populations, economic development, articulation of programs, public image and awareness, and system renewal and revitalization. An overview of the status of the Oklahoma vocational-technical education system considers the delivery system, persons served, programs, and resources. The next section describes factors and forces affecting vocational-technical education, including demographics, economy, education, work force, and technology. Implications for vocational-technical education are then suggested. One-half of the publication is devoted to individual consideration of each of the nine strategic goals. The importance of each goal is addressed, and objectives, by means of which the Oklahoma vocational-technical education system will meet the goals, are outlined. (YLB)


The Vision 2000 program was initiated in 1988 to review the mandate of Ontario's Colleges of Applied Arts and Technology. Five study teams and a steering committee were involved in the program. Study Team 1's task was to provide an empirical snapshot of the current college system and its external environment. At the outset of its work, Study Team 1 intended only to gather background material for the other four study teams. In the course of conducting its research, the team discovered the trade-offs inherent in the relationships among educational quality, access to postsecondary education, and educational funding. Responses to these trade-offs seemed to play a key role in determining the performance of the college system. This final report of Study Team 1 begins with a description of how the college system has responded to the quality-access-funding tradeoff in the past decade, then looks forward to speculate on how conducive the future environment will be to improving quality and access. The report concludes with a set of recommendations on support structures and revenue and funding. The recommendations address the need to gain a better understanding of and better strategies to deal with the trade-offs; to increase the allocation of public and private resources to the colleges; to improve the accessibility of college programs to part-time learners; to improve the likelihood of success of underprepared students; and to bring to the forefront the importance of adequate funding. An appendix entitled "The College System--An Empirical Snapshot" provides detailed data in five sections on: college students; educational programming; colleges and alternative educational systems; financial analyses; and college staff. (JMC)


This paper addresses educational implications of Section 504 of the Rehabilitation Act of 1973 which prohibits programs receiving federal
financial assistance from denying services to or discriminating against individuals with disabilities. Individual sections cover: legal definitions (e.g., "individual with handicaps" and "discrimination"); procedural requirements of Section 504; school district obligations for elementary and secondary education; special issues regarding students addicted to drugs or alcohol; special considerations for students having AIDS (Acquired Immune Deficiency Syndrome) or HIV (Human Immunodeficiency Virus) infection; program accessibility; employment practices; and major differences between the Education of the Handicapped Act (EHA) and Section 504. Appendices include a sample letter to parents; various Office of Civil Rights Senior Staff Memoranda on legal questions; and a report on an Oregon due process hearing for an alcoholic student. (DB)


Research suggests that there is a positive relationship between low socioeconomic status and the occurrence of physical disabilities. Therefore, designing educational buildings that are accessible to the handicapped is one way to promote social equity. This handbook identifies design guidelines for creating equal access to schools and school facilities, with a focus on developing countries. The 1981 UNESCO guide, "Designing with Care--A Guide to Adaption of the Built Environment for Disabled Persons," serves as a model for the handbook. The design guidelines for the handbook pertain to moving, seeing, and hearing/speech difficulties. Following the introduction, the first section provides dimensional data for wheelchair users, people of varying physical statures, and people with visual impairments. The second section offers a series of illustrations that highlight basic physical requirements and identify potential problems. General design requirements are based on the principles of accessibility, reachability, usability, orientation, safety, and workability. The third section provides design recommendations for infrastructural facilities, building elements, specific areas, and classrooms. Sample building proposals from Cameroon, Central African Republic, Ethiopia, Guyana, Swaziland, Haiti, and Ecuador are included in the fourth section. A review of literature concludes that there is a lack of information, access, awareness, building codes, and research and development in most countries. It is recommended that countries conduct needs-assessment evaluations and set priorities for making schools more physically accessible. Appendices contain three annotated bibliographies. (LMI)


In February 1990, special hearings were held by the Kansas Senate and House Education Committees on the physical condition of school facilities.
This document offers a three-part synopsis: a brief and selective review of
the testimony given in February 1990; an overview of general finance
methods; and a state-by-state executive summary of the individual states' facility finance provisions. The testimony argued that for legal, ethical, and economic reasons Kansas should consider assisting districts with their facility needs; more generally, there is a history of litigation that intimates that states may increasingly be held responsible for assisting local districts. In regard to finance methods, capital outlay as an issue of equity has been subjected to three standards: resource accessibility, wealth neutrality, and taxpayer effort. Currently 30 states provide some true grant-in-aid assistance, and 35 states provide either grants or loans. The methods are generally: (1) full state support; (2) equalization grants; (3) matching grants; (4) flat grants; (5) state loans; and (6) building authorities. In the third part, details of individual state methods are provided in alphabetical order by state. (17 references) (MLF)


The military reserves are an attractive source of potential students for colleges attempting to recruit from non-traditional pools. To help colleges plan service delivery strategies and design programs attractive to this group, a study was undertaken to construct a profile of members of the military reserves. The Army National Guard of Texas was selected to participate because of its structure and accessibility. An easy-to-administer survey was developed to gather demographic information and to determine the reservists' knowledge about the military's trend toward requiring more education, the types of courses desired, and any barriers perceived by the reservist to attending college. A sample of 250 reservists, about 94% male, responded to the questionnaire. Most reservists were aware of the need for additional education; 32.2% of 239 respondents said that they were below the established goal for their military grades. About 39% planned to enroll in college courses, with the majority planning a degree program. Just over half of these planned to choose business or administration fields. About three-fifths expressed interest in courses delivered by television. In general, age was not perceived as a barrier to further education. The information obtained through this survey presents a picture of a group largely underserved by institutions of higher education. The survey regarding reserve personnel attitudes toward education is attached. (SLD)


This report presents the results of a study conducted by the University of Winnipeg, Manitoba, Canada to review the university's policies towards
those groups within Canadian society which have low participation rates in post-secondary education. Following the introduction, the section, "Accessibility and the University of Winnipeg," evaluates some recent developments in academic accessibility programming at the university. The section, "University Life and Culture," explains the importance of the relationship between what the school identifies as the culture of the university and accessibility. Student services are the focus of "Options for Improving Student Services." The section "Curriculum, Teaching, and Scholarship: Statement of Objectives" identifies the values and attitudes that shaped the recommendations in the areas of teaching, curriculum, and research. Next, "Proposals on Curriculum," focuses on student retention, particularly in the first year. In "General Curriculum Revisions and Accessibility," the university is urged to initiate a comprehensive development of its curriculum regarding matters of gender, race, ethnicity, class, and disability. "Promotion of the Value of Teaching" presents the recommendation that faculty members be encouraged to explore new pedagogical assumptions and approaches that will improve the classroom experience for students and faculty. Finally, the section "Coordinating and Evaluating Accessibility Initiatives," concludes the report with a statement for the need to ensure the effective coordination and evaluation of accessibility initiatives over the coming years. An appendix and summary of recommendations are included. (GLR)


In November 1986, the United States Congress passed the Immigration Reform and Control Act, which, in part, mandated a program granting legal status to certain undocumented residents who had been in the country since before January 1, 1982. The program involves a two-step process by which currently undocumented aliens are granted temporary and, then, permanent citizenship status. This paper describes a means of providing formal evaluation of the educational program--associated with the amnesty effort conducted by the Dallas (Texas) Independent School District (DISD)--designed to inform potential amnesty applicants of their rights and responsibilities. The DISD was involved in planning the provision of English language and civics classes to approximately 60,000 amnesty applicants believed to reside in Dallas/Rockwall County. During the first year of amnesty classes, the DISD enrolled about 15,000 amnesty applicants in classes at over 100 sites in the 2-county area. The evaluation effort included interviews with program directors, administrator and teacher surveys, student interviews, and classroom observation in 17 classrooms. Results provide information on the accessibility and availability of programming, staff development, site personnel cooperation, teacher preparedness, teaching methods, and student evaluation of program effectiveness. Two data tables are included. (TJH)

Although numerous studies target classroom teacher performance or principals' ability to improve instruction, little attention is given superintendents' leadership and managerial skills. Especially neglected are relationships among superintendents--despite their serving a critical function. This study examines the interpersonal network existing among district superintendents in Washington State. Using a sociometric test survey, the study examines mutually identified groups (cliques), individuals connecting between groups (bridges), isolated individuals (isolates), and the entire superintendent network throughout the state. Also examined are individual superintendent traits (age, ethnicity, gender, salary, years of experience, and district size) and district conditions influencing the network's establishment and continuation. The study draws on three factors possibly influencing the degree of superintendent connectedness: affiliation, accessibility, and status. Analysis of affiliation attributes (nonwhite ethnicity, gender, age, and degree and credentialing institution) indicates that affiliation is the weakest of the three categories. However, accessibility (measured by educational service district membership) and status (measured by salary, years of experience, and student enrollment size) are important factors influencing the establishment of connections within the network. One-third of the superintendents studied were isolated from networks, and female superintendents failed to choose friends among themselves. Implications for induction, mentoring, and support of superintendents are discussed. (23 references) (MLH)


The recent explosions of computer use and accessibility in both academic and work settings have made computer literacy almost mandatory, yet there are many individuals who are unfamiliar with computers. Previous research has partially attributed computer attitudes to past mathematics experience and gender of the user. This study empirically investigated the relationship between computer familiarity and cognitive ability in an attempt to identify cognitive ability as a variable which may account for differences in computer familiarity and usage. Subjects (N=62), ranging in age from 19 to 40 years of age, completed two cognitive ability tests and reported their familiarity with computers. Results indicated that high scorers on the cognitive ability tests were significantly more familiar with computers. Contrary to previous research, there were no gender differences in computer familiarity (and cognitive ability). The findings have implications for educational and organizational practices regarding teaching lower cognitive ability persons to use computers. Such programs should include confidence builders, reinforcers, and praise. The programs should move away from independent self-guided to continued instructor
A study was conducted in Illinois to determine the perceptions of "grassroots" personnel who have responsibility for administering programs authorized under both the Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational Education Act. Questionnaires were mailed to regional delivery system directors, community college deans, and service delivery area directors. Respondents were asked to address (1) the impact of program offerings on unemployment; (2) accessibility of programs to special populations; (3) relevance of training and retraining to labor market needs; (4) improvement and expansion of programs to meet the state's work force needs; and (5) promotion of economic growth. Results of the 84 responses indicated that people involved with JTPA and vocational education know much about the purposes of their own program and are vague about the other. Respondents representative of both programs felt that the Perkins Act was helpful in helping the states improve, expand, modernize, and develop vocational education programs. They indicated that services for special populations were in place. Educators were more supportive of conditions under the Perkins Act than were JTPA personnel. Respondents for all agencies felt that the Perkins Act is good and could be strengthened if coordination with JTPA was improved. Suggested changes in the two acts were centered on coordination, costs, set-asides, and eligibility. (KC)

Provision of orientation programs is of primary importance in postsecondary education in order to help students assess themselves in relation to the challenge presented by their chosen program and institution and to develop the skills necessary to meet that challenge. Open institutions using distance teaching methods have a special responsibility to ensure that prospective students are not set up for failure by the promise of accessibility and flexibility. Athabasca University in Edmonton, Ontario, Canada, tries to meet this responsibility by supplying a range of preadmission services that can be delivered through a variety of modes to prospective and new students. These services include: (1) information; (2) orientation; and (3) a self-assessment questionnaire to help students or prospective students determine their reasons for returning to study and the commitment they can make to it. Evaluation of preadmission services is ongoing to ensure that they are meeting student needs. For the future, Athabasca University will attempt to improve preadmission services through increasing accessibility, using new technologies, and taking a more integrated approach. (KC)

Despite the scope and accessibility of the current knowledge base in teaching, teachers rarely refer to research findings as a primary information source to guide their practice. If teacher education is to survive the onslaught of politically inspired alternative certification routes now operating in 20 states, it is critical that teacher education characteristics be not only research-based, but also the subject of research. Some emerging postbaccalaureate alternative teacher preparation programs offer timely possibilities for strengthening preservice teachers' awareness of research as a resource for problem-solving in the classroom. This paper describes findings from a preliminary study examining teacher candidates in several alternative postbaccalaureate programs in the Mid-Atlantic states. The study explores whether alternative program graduates are more or less apt to value research and its implications for improving practice. The study also examines how well these programs support teacher candidates' needs and learning dispositions. The first phase piloted a questionnaire to be administered to teacher candidates in different programs and at different stages of program completion. The questionnaire was completed by student teachers in traditional programs and by interns in alternative programs, either immediately before the teaching experience or during the first 2 weeks. Results were somewhat mixed but, generally, students in alternative programs stressing research tend to value research's contribution to practice more highly than students in traditional or alternative programs lacking a research emphasis. Other results, study limitations, and implications are discussed. Included are 2 appendices and 10 references. (MLH)


Hearings were held to begin the process of developing legislation to address the child care crisis. Testimony concerns: (1) the Child Development and Education Act of 1989 (H.R. 3) and the 21st Century School program; (2) the use of tax credits to support child care, H.R. 3, and H.R. 30, the Act for Better Child Care (ABC); (3) federal standards and quality of care, salaries, child care staffing, care for infants and toddlers, partnerships, service supply and demand, expenditures on care, and parental preferences; (4) the Child Care and Education 2000 Act; (5) the structure of H.R. 3, the leadership role of public schools, and the interagency approach to service delivery; (6) the need to expand Head Start services, state options, diversity, the process of building capacity for program development, accessibility, affordability, and reliability; (7) the
need for a comprehensive national policy on child care and early childhood education, and views of the National Education Association and the National Parent Teacher Association; (8) the experiences of the National Child Day Care Association, findings of a 3-year national study of public school programs for children under 5 years of age, and the importance of resource and referral services; and (9) the American Civil Liberties Union's view of inadequacies in the ABC bill, and the needs of low-income children and small business child care providers. Numerous statements, letters, and supplemental materials are included. (RH)


Despite considerable progress by Middle Eastern and North African countries in improving opportunities for women to access and attain education at all levels, much remains to be done. This report focuses on three sets of highly inter-related determinants of access, achievement, and outcome--macro-level societal determinants, school characteristics, and family background characteristics--in seven representative Middle Eastern and North African countries: Egypt, Tunisia, Morocco, Jordan, Turkey, Saudi Arabia, and Kuwait. The research shows that the level of economic development of a country and the distribution of income have a much stronger impact than do Islamic and cultural values, while the size and growth rate of the population can place a major strain on school facility and resources. Sex-role stereotypes and the division of labor in the home and marketplace mean that expected returns from female education do not appear to justify the costs. Free, compulsory education and open admissions have led to major improvements in female education but have
no guaranteed equity. Socio-economic background, parental education, family size, and family socialization exert a strong influence on educational attainment. Other key factors are a family's ability to cover the costs of education and forego the labor of the daughters. The availability and accessibility of schools and the quality of their programs and human resources have significant effects on female educational enrollment, continuation, quality, and outcome. All-girls schools have played a positive role under certain conditions. Because of the importance of female teachers and administrators as potential role models, their high rate of attrition and absenteeism calls for careful solutions. Contains 104 references. (Author)

Designing and adapting learning materials are the subjects of this document, one of 9 modules in an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed the module, staff should be able to: (1) state what learning materials are; (2) relate current literature to past and future learning; (3) differentiate between design and adaptation of learning materials; and (4) design and adapt materials to meet individual needs. The module describes good learning materials as those that: (1) reflect the content of the course; (2) match the learners' needs, interests, and abilities; and (3) are appropriate for the available time, money, equipment, and facilities. Staff are encouraged to broaden their search for appropriate materials to meet the needs and abilities of their special needs students. The module also addresses: (1) how learning materials fit into the learning process; (2) the process of designing and adapting materials; and (3) evaluating materials for relevance, requirements (prior knowledge, etc.), accessibility, appropriateness, flexibility, and the extent to which they facilitate learning, understanding, transferability, and extension. The module contains six exercises. (CML)

The assumption is made that what the 1990s have in store for users of depository libraries will hinge on three crucial areas: (1) the reform and development of government information policies; (2) changing technology; and (3) the willingness and ability of the depository libraries to accommodate these changes. The uncertain role of the government as information disseminator is discussed, and the question is posed whether it is enough to make information available, or whether the government should be actively involved in promoting accessibility to its use. Effects of the Paperwork Reduction Act of 1980 are assessed in this context. Also discussed is the Office of Management and Budget's proposed revision to Circular A-130, which states that government agencies should publish
materials in electronic format in preference to traditional formats where appropriate, and that publishing agencies should rely on the private sector for dissemination. Potential roadblocks to making available government information in CD-ROM and online formats—in addition to their being an additional expense to depository libraries—are then discussed, including the lack of standardization. Examples of progress being made by depository libraries in combatting these difficulties are offered, e.g., through resource sharing and user education. (SD)


A study focused on promotion/retention policies, retention rates, and the problems/objectives associated with their implementation. Thirty-three of the 43 members of the Council of the Great City Schools responded to a survey that measured three demographic characteristics: the percentage of students eligible for free and reduced-price lunch; the percentage of students enrolled in the Education Consolidation Improvement Act Chapter 1 programs; and the percentage of sixth-graders scoring at or above norm in sixth-grade reading and mathematics. Findings focus on the variability of urban system retention rates; identifiable patterns of retention across grades in urban school districts; and the influence of summer school accessibility on retention rates. Appended are (1) a table of schools responding to the 1986-87 survey; (2) a table of grade-level retention rates; and (3) 13 bar graphs displaying the distribution of school system retention rates. (SI)


The report to Congress on the management of the Federal Office of Special Education and Rehabilitation Services (OSERS) explains findings grouped into five major areas: (1) goal setting, (2) performance management, (3) human resources management, (4) grants management, and (5) federal/state relationships. Questionnaires concerning the management of OSERS were sent to 250 field managers and senior staff, and 187 completed surveys were received and analyzed (a response rate of 75%). In addition, telephone interviews were conducted with state directors of vocational rehabilitation and state directors of education. Finally, preliminary findings were discussed with component heads and selected division directors and branch managers. Among findings were the following: OSERS management has done a poor job of establishing OSERS-wide goals, and specifically, OSERS lacked; (1) a goal-setting process that incorporated input from each OSERS component; and (2) a formal tracking system to monitor goal implementation. The management
of OSERS' components is difficult to measure because of a lack of componentwide strategic plans. In human resources management, some progress has been made in filling vacancies with continuing problems in inadequately trained staff and accessibility of training. Serious problems were identified in OSERS evaluation and monitoring of grantees' performance in both discretionary and formula grants. Questionnaire respondents and interview subjects also tended to have negative responses to questions concerning federal/state relationships. Seven appendixes and 31 figures provide supportive information and statistical data. (DB)


Effective schools research suggests that five correlates concerned with principal/teacher characteristics and behavior, school and classroom climate, instructional emphasis, and pupil evaluation must be present to maximize student achievement. This paper focuses on one correlate, the principal's role as instructional leader. Effective principals share three characteristics: (1) communicating and monitoring reasonable expectations to the staff; (2) conducting frequent, substantive classroom observations; and (3) actively participating in the instructional program. Within these commonalities are contained at least nine attributes relating directly to the principal's ability to lead an effective school: (1) playing an assertive instructional role; (2) being goal and task oriented; (3) being well-organized; (4) conveying high expectations; (5) clearly defining and communicating policies; (6) making frequent classroom visits; (7) maintaining high visibility and accessibility; (8) providing strong, reliable support to staff; and (9) being adept at parent/community relations. Various studies on principal expectations and principal supervisory and leadership styles are summarized. A bibliography of 30 effective schools references and an annotated bibliography of 26 general and school administration handbooks are included. (MLH)


This book discusses state child care and early childhood education policies, particularly their relationship to the economy. It provides a framework for policymakers who are deliberating child care and early childhood education policies; outlines the range of recent state legislation; describes initiatives of Massachusetts and Washington; and suggests ways of integrating child care and early childhood education policy approaches on the state level. State child care policies have been implemented for the purposes of reducing the cost of child care; contributing to the expansion, accessibility, and quality of child care; and providing support to parents in education and training programs. State funding of early childhood education has grown considerably over the past
decade. But in most cases, state implementation of early childhood education programs is limited in scope and takes the form of half-day programs. State early childhood education programs seldom provide comprehensive services. Recently enacted state legislation illustrates an emerging trend toward expanded services. State policymakers are considering potential benefits of expanding child care and early childhood education policies under a comprehensive approach to a state’s economy. Two tables provide state-by-state information on regulation of child care centers and family day care. Citations number 88. (RH)


This 18-month pilot project, which ran from October 1, 1987 to March 31, 1989, developed a prototype robotic arm for educational use by students with severe orthopedic disabilities in the Columbus (Ohio) Public Schools. The developmental effort was intended first, to provide direct access to currently available instructional materials and, second, to provide a new type of learning activity to foster these students' cognitive, affective, and psychomotor development. During the course of the project, seven children with severe orthopedic disabilities learned how to use a robotic arm to pick up, place, examine, and otherwise manipulate regular educational and household items in instructional activities. The project also produced a training methodology for educational robotic environments and investigated psychological and logistical impacts of a robotically aided educational environment. It identified issues involving accessibility, software design, and curriculum integration. Appendices include samples of data collection instruments and the following articles: "Software-based Access and Control of Robotic Manipulators for Severely Physically Disabled Students" (Richard D. Howell and Kenneth E. Hay); "Robot Technology: Implications for Education" (Paul E. Post, et al.); "Designing an Educational Computer Game: Guidelines That Work" (Audree Reynolds and Jeanette V. Martin); and "Design Issues in the Use of Robots as Cognitive Enhancement Aids for Disabled Individuals" (Richard D. Howell et al.). (DB)


This report examines issues that need to be addressed to create a comprehensive community-based early intervention system, in conjunction with provisions of Part H of Public Law 99-457. The report examines issues addressed by service providers in local jurisdictions developing programs for infants and toddlers with handicaps and their families, and reviews relationships between and among State and local planning initiatives. The research was designed as a case study of a mid-Atlantic State with a variety of demographic characteristics. Data were gathered
through interviews with 30 state officials, 30 parents, 9 pediatricians, and 50 personnel from local jurisdictions. Findings are presented as they relate to information and accessibility issues, local planning issues and concerns, and state/local relationships. Recommendations and action steps for developing a community-based Part H service system are outlined. Technical assistance activities suggested by the study findings are discussed. Appendixes contain: (1) an executive summary of "A Profile of State Interagency Efforts for Children with Special Needs and Their Families" (EC 300 591); and (2) a discussion of the features of interagency efforts in terms of cooperation, coordination, and collaboration. (JDD)


In 1988 the State Historical Society of Iowa appointed a Blue Ribbon task force composed of 45 Iowans to study the teaching of Iowa history at all levels of the educational system and to make recommendations. The task force formed committees to study in detail four specific areas of concern: (1) comparable studies of other states; (2) curriculum; (3) instructional resources; and (4) teacher training. The findings and recommendations of each of the task force committees are presented in separate reports, and each report employs the same format, with topics organized under the headings of Goal, Objectives, Assumptions, Research, Analysis, and Recommendations. The committee membership is listed following each report. Among the major task force findings are: there are no specific requirements on curricula, content, course term, or teacher training; although a large quantity of historical materials on Iowa history exists, it is uneven in both quality and accessibility; and teacher training in Iowa history is inadequate. Four appendices conclude the report: an organizational chart; a list of task force members; a list of resources; and a report of a curricular survey. (DB)


Technological advances necessitate the continuous retraining of the work force. Three technologies are having greatest impact on the labor force: (1) the scope and depth of computer skills required by most jobs continue to expand; (2) robotics in manufacturing means that certain new jobs are more technical and require postsecondary education; and (3) telecommunications are becoming increasingly important in business. Consequently, a large proportion of workers is likely to be affected by one or more of these technologies. Three general effects of new technologies are skill twist, deskilling, and upskilling. Skill twist refers to the displacement of old skills with new ones. In deskilling, new technology reduces the level of skills required, and upskilling has the opposite effect.
The nature of retraining for these three effects clearly differs; other influences are employee characteristics and organizational structures. Strategies for retraining include lifelong learning, use of educational technology, training sponsored by professional organizations, and vendor training materials. Issues in their use include affordability, accessibility, effectiveness, and the question of who is responsible--individuals or employers. Different policies are needed for skill twist, deskilling, and upskilling, as well as attention to the needs of groups whose level of literacy or economic circumstances limit their ability to participate in retraining. (33 references) (SK)


To better coordinate the work of the 16 ERIC Clearinghouses with that of other information service providers, the Office of Educational Research and Improvement (OERI) conducted a survey that defined and described the clients and services of 100 public and private education-related clearinghouses. For the purposes of this survey, a clearinghouse is defined as a place: (1) where organized databases are maintained and continuously updated; (2) which maintains an extensive set of resources in a specific education-relevant area; (3) where information from the databases is available to the general public; (4) where staff actively share information with their constituents (e.g., through newsletters); and (5) which describes itself as a clearinghouse, resource center, information center, or information service. This directory provides basic information about each of the clearinghouses surveyed. Each entry contains the following information: clearinghouse name; address; contact person; telephone number; federal funding information; legislative authority; involvement with larger projects; projects within the clearinghouse; government monitor name and telephone number; content focus; key users; types of information provided; coordination with other clearinghouses; database names; type of accessibility; number of items in database; responsive user services; total annual requests; dissemination activities; number on mailing list; technical assistance; and compatibility with ERIC (Educational Resources Information Center). Both an alphabetical list of clearinghouses (table of contents) and a subject index are provided. (SD)


This report presents the results of a survey of 100 education-related information clearinghouses that was conducted to determine their current budget and funding levels, describes key characteristics of both federally and nonfederally supported clearinghouses, and recommends ways for the federal government to improve coordination among groups of them. Increased coordination is proposed to help clearinghouse sponsors
provide more cost-effective services to education information users. Focusing on the federal government's role in education-related clearinghouses, the first section profiles the proliferation of such clearinghouses, which reported in 1988 an estimated aggregate budget of $44,570,000, with 1,522,639 requests being directly responded to. Also discussed is the potential for clearinghouses to systematically organize and distribute government information as a sensible national responsibility. The next section describes the nature and methodology of the study, and provides definitions of national education-related databases and information centers. The third section presents the findings about clearinghouses, including their type and size; content focus; users; accessibility; database items; user services; dissemination; technical assistance; and compatibility with ERIC. The final section presents assumptions and detailed recommendations for Congress, federal agencies, other organizations, and clearinghouse users for supporting cost-effective services. A list of clearinghouses is appended. (6 references) (SD)

An overview of the accessibility of postsecondary education in Canada is presented. The issues are dealt with in a brief, therefore necessarily simplified manner, and universities receive more attention than colleges, largely because there is considerably more data about them. Canadian postsecondary education is the constitutional responsibility of the provinces. The national government has no ministry or office of education at all. The development of postsecondary education in Canada increased dramatically after World War II and especially in the 1950s and 1960s. From 1981 to 1984, enrollment rose rapidly and has continued since then at very high levels. Several conceptions of accessibility are discussed, with three views outlined. One is concerned with the total number of places available for qualified applicants; the second concerns the distribution of available places among institutions and programs, and the third has to do with who in the population actually attends postsecondary education. The future for accessibility questions is examined, and it is suggested that: (1) demand will likely continue at very high levels; (2) there is likely to be increasing interest in alternatives to conventional education programs; and (3) significant progress in equity issues in the distribution of available places to different people is possible. Issues of accessibility are very likely to remain squarely on the agenda for postsecondary education. Contains 18 references. (SM)

In 1988, a study was conducted to determine whether and to what extent
the principles of opportunity, accessibility, adaptability, and comprehensiveness upon which Canada's community colleges were established have survived into the 1980's. The theoretical model underpinning the study was based on a three-dimensional matrix in which theories of adaptation and power formed two dimensions, and several developmental models specific to the community college as an organization comprised the third. The methodology involved an intensive study of 14 community colleges with respect to their educational programs, students, teaching and support staff, administration, curricula and instruction, delivery of instruction, accessibility, governance, advisory bodies, relations with government, personnel relations, finances, and relations with the community. The results of surveys of key constituent groups at these colleges, including presidents, board members, administrators, faculty, support staff, and students, revealed that much of the idealism and innovation which guided the colleges in the 1960's is still to be found in the 1980's. However, due to an increase in government regulation and a reduction in financial support, Canadian colleges had to invent new ways of dealing with external forces during the last decade. In the process, they became more entrepreneurial, less community-oriented, and more tightly managed. (Author/ALB)


With the decline of manufacturing, industry faces the layoff of many low-skilled workers and a shortage of skilled workers. To fill the gap, workers will need more skills, often those not taught in schools. Language minority individuals are most affected by these changes. The situation has brought a new political focus on the role of vocational education in the overall educational system. Proponents of vocational education see it as an alternative to the academic-only program; it provides a transition to careers for the non-college bound, and a stepping stone for those seeking higher education. The level of participation of limited-English-proficient (LEP) students in vocational education programs is difficult to determine, but a steady increase is suggested. LEP enrollments are skewed toward business, trade, and industry. Federal legislation attempts to provide accessibility, quality, and coordination of vocational education for this population. Currently, model programs in the Chicago Public Schools and at Florida’s Miami Jackson Senior High School are addressing the specific needs of LEP students. The development of Vocational English-as-a-Second-Language (VESL) courses parallels these efforts. Educators, parents, and policymakers can all contribute to improving educational and employment preparation and services to LEP youth. (MSE)

of the Committee on Equal Opportunities in Science and Engineering. District of
Columbia: 33.

This is the fourth report to the Congress of this committee; formerly known
as the Committee on Equal Opportunities in Science and Technology.
This report summarizes work accomplished since the April, 1986 report.
The report contains recommendations for action to ensure the continued
and expanded participation of women, minorities and the handicapped in
science and engineering fields. Emphasis is placed on a comprehensive
approach to the participation of underrepresented minorities, on specific
intervention strategies for girls and women at key points along the
educational pipeline, and on accessibility for persons with disabilities to
scientific meetings. It is suggested that existing programs that have been
demonstrated to work through replication or expansion of exemplary
projects be encouraged. Areas to be explored by the Committee in the
near future are identified. This document includes an executive summary
with recommendations, discussions of the national context and the status
of equal opportunity in the United States, and subcommittee reports. (CW)

Thematic Description of Research in Adult Education: University and Non-
University Research. Canada New Brunswick: 203.

A study collected information about research on adult education
conducted in Canada from 1983-1988 and identified themes that emerged
from the research studies, projects, and activities. Sources of information
searched were electronic databases, bibliographic compilations of reports
and articles in adult education and related fields, journals, and
proceedings from adult education research conferences. The searches
yielded 529 entries that were coded by area of adult education to which
they referred, the type of learner involved, and topic of interest. The
document includes approximately 92 pages of references on studies
produced at universities and approximately 28 pages of nonuniversity
research. The entries are arranged by the following themes: continuing
education/general adult education, postsecondary/higher education,
continuing professional/vocational education, vocational education, adult
basic education/literacy education, language education, health education,
distance education, postsecondary students, adult learners, special needs
students, native Canadians, visible minorities/immigrants, women, older
adults (university section only), teachers of adults, student
attrition/accessibility/participation, program development/evaluation, adult
learning, adult development, theoretical bases of adult education, policy,
teaching strategies, history of adult education in Canada, and the use of
media and technology in adult education. (CML)

North Carolina State Commission on Higher Education Facilities
Raleigh.[BBB03301] (1989). Facilities Inventory and Utilization Study Fall of 1988
This edition of an annual series of facilities inventory and utilization studies reflects the status of space in North Carolina institutions of higher education at the end of the drop-add period of the 1988 fall term at each college. It gives indications of the uses being made of the space and provides norms and historical information for the past 5 years to enable institutions to make their own assessments of their facilities. Data for 113 institutions of higher education in North Carolina (16 public sector, 39 private nonprofit, and 58 public two-year) are included, and all proprietary institutions and Bible colleges are omitted. Information is presented on: utilization of instructional space (e.g., capacity/enrollment ratio, use of student stations in classrooms, and student clock hours of instruction); interior space characteristics (e.g., net-to-gross ratio, summary programs, and assignable area by room code); building characteristics (e.g., ownership of buildings, age of buildings, and condition of buildings); and accessibility of facilities to the mobility impaired. Twenty-six tables are included. Contains 9 references. (SM)


North Dakota's vocational-technical education (VTE) system was evaluated in order to determine (1) the effectiveness and adequacy of the delivery system in carrying out the purposes of the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA) and (2) the effectiveness and adequacy of the coordination between the two acts. For each of these purposes, the following elements were evaluated: accessibility for special populations to VTE; cooperation and involvement of the private sector in VTE; accessibility for JTPA clients with serious barriers to employment; influencing effects of JTPA performance standards in serving clients with serious barriers to employment; effects of JTPA/VTE coordination on local education agencies; and overall effects on JTPA/VTE coordination. Ten recommendations for improvement in implementation and coordination of the acts were made, and 10 programs or agencies were commended for exemplary projects. (KC)


Suggestions for improving communication and public relations are offered in this guidebook for school office personnel. Because of the high visibility and accessibility of their positions, such staff serve important public relations functions for the school. Chapter 1 examines the public relations role of school office personnel, and chapter 2 provides specific strategies for improving public and community relations. Guidelines for improving office practices and school relations are described in chapter 3, and the
Making postsecondary education truly available to those with disabilities has become an urgent priority for handicapped citizens and government at the state and national levels. Handicapped access policies at private or independent institutions of higher education can be broadly characterized by two different policy approaches: policies that are primarily compliance-oriented, and policies that are more proactive and more service-oriented. Private institutions of postsecondary education in Texas must be in compliance with various state laws and regulations and with federal legislation if any form of federal financial assistance is received. In a compliance-oriented approach, provision for handicapped access is governed by the concept of "reasonable accommodation." A broader, proactive policy regarding handicapped accessibility recognizes that access goes beyond architecture, and addresses the areas of admissions, general services, and instructional services. This type of policy might make such provisions as permitting submission of scores from untimed college admission examinations, providing special off-campus transportation and homebound academic courses, and providing separate registration for disabled students. Advantages and disadvantages of each policy approach are discussed. A review of the literature documents the importance of social integration, the problems with institutional attitudes, and issues in program accessibility. 23 references. (JDD)


This report reviews the current conditions of New York's children. Topics include: (1) demographic conditions, trends and projections; (2) economic conditions; (3) child care; (4) education; (5) health and nutrition; (6) school-age pregnancy and child bearing; (7) alcohol and drug abuse; and (8) racial and ethnic group inequality. The report reviews the implications and costs for the state of these conditions. Fundamental principles that should guide the development of programs designed to improve the situation are stated. A number of programs and activities that contribute to the improved welfare of New York's children are described. These programs are based on three principles: (1) responsibility for the welfare of children is shared by the family and the broader society; (2) prevention is of primary importance; and (3) a broad, community-wide approach involving all segments of society is required for the development of a new sensitivity to the welfare of children and families that recognizes the profound consequences of present unsatisfactory conditions. Operating principles shared by current programs include comprehensiveness and flexibility in provision of services, personalized attention on the part of program staff, ready accessibility of services, recognition of child and
family in context, and responsible involvement of clients in the program. 
(RH)

Sigma XI The Scientific Research Society.[BBB20750] (1989). An Exploration of the Nature and Quality of Undergraduate Education in Science, Mathematics and Engineering. A Report of the National Advisory Group of Sigma Xi, The Scientific Research Society (Racine, Wisconsin, January 23-26, 1989). North Carolina: 57. This is a report of the National Advisory Groups of Sigma Xi to explore the nature and quality of undergraduate education in science, mathematics, and engineering and to identify the significant topics and issues that should be addressed in charting a policy for undergraduate education. The topics identified are: (1) "Quality of Instruction" discussing hands-on experience, reward systems, and use of teaching assistants; (2) "Quality of Curriculum" suggesting changes of entry-level courses; (3) "Quality of the Human Environment" emphasizing personal relationships among students, faculty, and administrative personnel; (4) "Quality of the Physical Environment" discussing laboratory experience and educational technology; (5) "Accessibility and Flexibility of Curricula Essential for Student Mobility"; (6) "Attitudes and Perceptions of Students, Faculties, Administrations and the Public"; and (7) "Promises and Special Needs of Traditionally Underrepresented Groups in Science, Mathematics and Engineering." In this report, the last three are interwoven into the discussion of the first four. After discussing the potential of undergraduate education, initiatives to Congress and the National Science Foundation are described. List of participants, an entry-level course sequence, and the keynote address on profile of undergraduate are appended. (YP)


Four related research studies examined the transition of Maine special education students from high school to community and work. (1) A statewide survey of Maine special education teachers and administrators and vocational counselors found that significant gaps existed in transitional services provided to handicapped secondary school students, in accessibility to vocational training, and in assessment of student needs. Many professionals indicated unfamiliarity with the Carl Perkins Act and federal requirements for providing transition services. (2) Of 57 rural special educators who responded to a survey in northern Maine, over 75% reported that special needs students had access to special vocational education programs, particularly auto mechanics, auto body, and food services, but only 30% reported that community based training programs were available to these students. (3) Twelve educators interviewed in three rural and suburban school districts felt that school-based deficits and handicapped students' characteristics contributed equally to transition problems; considered community vocational programs for special needs students to be highly beneficial but difficult to implement; and identified
staff training needs. (4) Telephone surveys of 23 special education high school graduates or their close relatives found that 16 had received life skills, career, or vocational training; 7 had held school-related jobs, but only 4 held jobs that were community based; 15 were presently employed; and 5 were earning more than $5.00 per hour. These results demonstrate that Maine school professionals have little training in and only initial understanding of the transition process, and that schools are not effective in training special needs students for jobs above the minimum wage level. (SV)

A study by the Council of Ontario Universities on tuition fees for undergraduate university programs (especially on factors that need to be considered in establishing and financing an appropriate level of fees) is discussed. Seven chapters are as follows: introduction (reasons to study fees, policy questions concerning tuition fees, and outline of the report); evolving a tuition fee policy (e.g. emerging public support for universities and origins of government control of fees); tuition fees at Ontario universities (e.g. tuition fees and student aid, tuition fees and operating expenditures, and total cost of university education); accessibility and the demand for university education (e.g. economic and social factors influencing enrollment decisions); economic and social benefits of university education (e.g. returns to investment in university education and to selected programs); alternative approaches in setting tuition fees (e.g. recommendations from public commissions and public opinion polls on fees and financing); and financing students' tuition and other costs (e.g. Ontario Student Assistance Program and prepaid tuition fees). Three appendices are: supplementary data; Ontario Council on University Affairs tuition fee advisory; Australian Higher Education Contribution scheme; and issues in rate of return analysis. Contains approximately 180 references. (SM)

This document provides background information for those seeking to identify strategic issues to be addressed while engaged in long-term planning for adult education in California. The introduction focuses on the state’s role in adult education. The next chapter describes a national demographic profile of adult education. Chapter 3 describes California’s level of support for public adult education. Chapter 4 describes public adult education programs and participants in California, in which enrollments since 1978 have shifted markedly away from vocational education toward English-as-a-Second Language programs and programs for older adults. California literacy programs are the subject of chapter 5.
Other state adult education programs are described in chapter 6, including: programs for substantially handicapped adults, vocational training, older adults, parent education, citizenship, health and safety, and home economics. Chapter 7 offers implications for planning and includes sections on adult education in perspective, the growing need for accessibility, and pressures for accountability. (CML)


Following a foreword (Ross Paul) and an introduction (Robert Sweet), three sections on instituting postsecondary distance learning systems across Canada are presented: access and student support, educational technology, and institutional response. The first section contains the following: "Women in Distance Education: Towards a Feminist Perspective" (Rebecca Coulter); "Building Bridges: Northern Native Teacher Training" (Robert Paulet); "Le Tuteur et le Support a l'Etudiant en Enseignement a Distance" (Celine Lebel, Bernard Michaud); and "Provision of Student Support Services in Distance Education: Do We Know What They Need?" (Gordon Thompson). Papers in the second section are as follows: "La Formation a Distance: Des Choix Technologiques et des Valeurs" (France Henri, Therese Lamy); "Third Generation Course Design in Distance Education" (David Kaufman); "Contradictory Directions for Distance: Cultural Miscegenation, or Cultural Symbiosis?" (Gary Boyd); "A Philosophy of Distance Education: Perceptivism" (Charles Brauner); "La Technologie Educative dans l'Enseignement a Distance, Son Role et Sa Place" (Louise Sauve et al.); and "Distance Learning using Communications Technologies in Canada" (Barbara Helm). The third section contains the following: "Diversity or Chaos in Canadian Distance Education? A View from Overseas" (Anthony Bates); "Canada's Open Universities: Issues and Prospectives" (Ross Paul); "Involvement with Distance Education: Issues for the University" (Margaret Haughey); "Distance Education and Accessibility to Canada's Community Colleges" (John Dennison); "Being Responsible to the Adult Distance Learner: A Secondary School Example" (Norman McKinnon); "Canadian Private Sector Distance Education: A Preliminary Analysis of Organizational Structure and Governance Issues" (Kenneth Slade, Robert Sweet); "Collaboration in Distance Education" (Abram Conrad, James Small); "Collaboration in Distance Education: British Columbia's Open Learning Agency" (Ian Mugridge); and "Collaboration in Distance Education: Ontario's Contact North/Contac Nord" (Terry Anderson, Connie Nelson). (NLA)

This report was prepared in response to a request from the 70th Texas Legislature that the Texas Education Agency implement a voluntary missing child prevention and identification pilot program on school campuses. The report consists of four brief sections. "Historical Introduction" reviews legislative actions taken by the Texas Legislature to address the prevention and identification of missing children. "Implementation Plans and Strategies" describes the implementation of the voluntary missing child prevention and identification pilot program in the Manor, Pflugerville, and Round Rock Independent School Districts. "Verification of Implementation" discusses documentation of the pilot program and evaluation procedures to be used. Finally, three recommendations that could make the program more effective are proposed. These recommendations include: (1) appropriate use of existing student data files at the Texas Education Agency, with discretionary accessibility of student data determined by State Board of Education rule; (2) appropriate distribution of posters by the Department of Public Safety to school campuses monthly, with pictures, names, and dates of birth of school-age missing children; and (3) voluntary fingerprinting and photographing by school districts of each student entering first grade in Texas public schools. (NB)


These proceedings contain the following 14 papers: "Relationship between the Training Needs of Sales/Marketing Trainers and Their Career Stages" (Isaac B. Owolabi); "A Report of a Marketing Education Professional Development Activity to Provide Training for Teachers in the Use of the Nominal Group Technique" (Stephen R. Lucas, Benton E. Miles); "The Perceptions of Secondary, Marketing Education Students Regarding Ethical Behavior in Business" (Ralph D. Wray, Rodney Davis); "A Research Study on Current Advertising Strategies Used by Certified Public Accountants" (William Cooper, Lawrence Gulley, Benton E. Miles); "A Study of Texas Banks to Determine Business Plan Components for the Entrepreneur Planning to Start a Small Business" (Jerry W. Moorman, Cynthia G. Hess); "Perceived Benefits of Being a State DECA (Distributive Education Clubs of America) Officer" (Don E. McNelly, Gary Searle); "Researching the Need for Computer-Aided Curriculum Planning for Pennsylvania Marketing Education Teachers" (D. Frank Palmieri, John W. Schell, Lee Miles); "Job Satisfaction of Secondary Marketing Educators in Northwest Ohio" (Robert G. Berns); "The Use of Videotape to Increase Student Productivity" (Sharon Saenz); "Marketing Education for Marina Operators" (Allan J. Worms, Carolyn L. Worms); "Accessibility to and Enrollment in Secondary Business and Marketing Education" (Michael J. Littman); "The Training of Teachers as Advisors" (Michael Barry); "Marketing Educators' Readiness to Improve Students' Reasoning Skills: Report of an Exploratory Study" (Robert L. Fritz); "An Assessment of
Instructor Behaviors in a Graduate Satellite Entrepreneurship Course" (LeVene A. Olson). Each paper includes an abstract. (KC)


This document contains 35 papers: "Distance Education with a Human Face" (Holmberg); "Time Is Money and Vice Versa: Reflections on Using Satellite Delivery to Improve Cycle Time and Quality" (Robinson); "Distance Education: Consolidating the Gains" (Grossman); "The Human Resource Imperative" (Atkinson); "Developing Short Courses for Business and Industry" (Kryczka); "Hypertext" (Kearsley); "Site Coordination and Support Services" (Roberts, Harvey-Foulds); "Coordinating the Use of Cable Technology in Oakland County, Michigan" (O'Donnell, Gholz); "Telecommunications Instructional Consortium" (Blakesley, Regnier); "How to Develop Successful and Profitable Adult Education Certificate Programs" (Hoyle); "India's Experience with Distance Higher Education: Indira Gandhi National Open University" (Miller); Supporting Individual Learners at a Distance" (Granger); "The Soft Touch in Distant Education" (Behm, Molise, Threlkeld); "Evaluation of Learner Support Services in a Distance Education System" (Dillon, Gunawardena, Parker); "Supporting Distance Learners" (Keir, Ward); "Assessing Adult Learning Strategies" (Fellenz); "Goal Accomplishment Style and the Long Distance Learner" (Atman); "Strategic Education: Distance Learning for Business Needs" (Beutel, Go); "Application of Instructional Television in a Farm Training Program at Northcentral Technical College" (Doenier); "Distance Education through Interactive Television: Is It Effective?" (Egan, Page); "Effectiveness of Interactive Satellite Delivery Versus Traditional Delivery in Selected Courses" (Douglas); "Various Uses by Instructors of PC-Based Audiographic Teleconferencing Technologies" (Gilcher); "Computer Conferencing and the Distance Learner" (Romiszowski, Jost); "Developing Hypermedia for the Learning Environment" (LeGrand, Mehler); "Level Two Interactive LaserDisc" (Lookatch); "Moving Independent Study into the 1990s" (Holman); "Bridging the Gap: Building a Sense of Community for Graduate Students at a Distance" (Mitcham); "International Business Negotiation Simulations" (Rawson); "Instructional Strategies, Distance Education, and Student Involvement" (Dillon, Hengst, Zoller); "Self-Directed Learning Readiness in Distance Education" (Harring-Hendon); "Instructional Design Considerations in the Development of Computer-Assisted Interactive Video" (Gunawardena, Saito); "Designing a Teleclass Instructor's Workshop Addressing the Differential Skills Needed for Quality Teleclass Teaching" (Cyrs); "Application of an Audio Computer Graphics System to Distance Education in a Baccalaureate Nursing Program" (Bollinger, Danou, Maddox); "Producing Telecourses for Adult Distance Learners" (Purdy); and "Toward Sustainable Improvements in Accessibility and Quality" (Ehrmann). (CML)

In 1987, the Governor of Alaska's Interim Commission on Children and Youth was given two tasks: (1) to develop a plan for a first-class child care system for working parents statewide that is workable, fair and sensibly integrates with the public schools; and (2) to produce a comprehensive plan to combat the problems facing Alaskans so they are prepared to be economically self-sufficient. Offered in this report are the Commission's primary recommendations, child care recommendations, and recommendations concerning the problems of youth. Primary recommendations focus on parent education, life skills education, problem prevention, professional training, literacy education, program coordination, community interventions, youth leadership and social participation, school nursing and public health nursing services, school counseling, natural helpers/peer counseling, mental health minimum funding, children and family research, adolescent survey research, employment of qualified natives, rural services, juvenile diversion, background checks, and law enforcement. Child care recommendations concern program quality, affordability, accessibility, and parent support and training.

Recommendations for intervention in the problems of youth concern family violence, teen suicide, substance abuse, teen pregnancy, runaway youth, and dropouts. Recommendations are accompanied by background information about the issue addressed. The concluding recommendation advocates the establishment of a permanent Commission on Children and Youth. (RH)


Summaries are presented of five conference papers on communication, control, and computer access for handicapped individuals. Papers have the following titles and authors: "Accessibility of Graphically Based User Interface Computer Systems for Individuals with Visual Impairments" (Charles Lee and Gregg Vanderheiden); "Data Base vs. Information Base: Preliminary Analysis of a Computerized Information Base in Rehabilitation Technology" (Roger Smith et al.); "Multi-Access Rehabilitation Technology Information Network: MARTIN" (Gregg Vanderheiden); "One Screen Multiplexed Keyboard for Transparent Access to Standard IBM PC Software" (Jon Gunderson and Gregg Vanderheiden); "Accessibility of OS/2 for Individuals with Movement Impairments: Strategies for the Implementation of 1-Finger, Mousekeys, and Software Keyboard Emulating Interfaces Using Device Drivers and Monitors" (Charles Lee and Gregg Vanderheiden). (DB)
This document reports on a survey that was conducted to determine the extent to which a random sample (N=2,112) of Maine public school teachers (K-12) included marine-related topics or activities in their teaching, as well as how informed they were about existing marine education curricula. A total of 588 questionnaires were returned. Findings indicate that the: (1) amount of time spent on marine education; (2) number of marine topics taught; and (3) proportion of teachers who taught marine topics all decreased as distance from the coast increased. These trends were attributed to the level of accessibility to the ocean environment and to local cultural factors and priorities. Recommendations for further research in several areas relating to marine education in general, as well as specifically in Maine, are presented. The survey instrument is included. (TW)

New Jersey's first comprehensive plan for the development of child care services is presented in this report. Section I offers an overview of contemporary issues that are central to the provision of child care services. Issues include the status of child care in New Jersey and the concerns raised by parents, advocates, and providers in child care hearings and conferences, which began in 1984 and will continue to 2000. Contents focus on availability, affordability, and accessibility of services; quality of care; regulation and subsidization of the system; the profession of child care; parental role and responsibilities; and ways to meet the unique needs of families. Section II explains the seven findings and 43 recommendations which evolved from analysis of the material. Explicit strategies for implementation are outlined whenever possible. Discussion follows the sequence of issues presented in the first section. A child care plan fiscal summary for fiscal year 1989 is included. Section III offers conclusions. A total of 36 references are cited. The glossary includes definition of terms. Graphs and tables are appended. (RH)

The report concludes that education of persons who are deaf in the United States is characterized by inappropriate priorities and inadequate resources. Among deficiencies identified are the failure to implement available preventive and early identification procedures, monitor educational programs, and use tools of advancing technology. Specific recommendations are made for the following areas of need: (1) prevention and early identification; (2) elementary and secondary education including

This volume reports on the forum held to probe the needs of the hearing-impaired in Alabama at the 1986 convention of the Council of Organizations Serving Deaf Alabamians (COSDA). The first chapter describes the council, its executive committee and the conference planning committee. The second chapter details the purpose, development, and format of the forum. Chapter 3 summarizes 111 needs explored in the forum and recommendations for addressing these needs in the areas of: trends in education of deaf children, postsecondary education, public awareness, interpreting services, accessibility, networking and service centers, parents’ needs, and legal issues. Six major recommendations were identified. They include: (1) establishment of a COSDA Task Force; (2) establishment of a Bureau of Services for the Deaf; (3) conducting of a statewide needs assessment; (4) development of a Directory of Services for Deaf Alabamians; (5) implementation of a statewide effort to increase public awareness; and (6) spearheading of a statewide effort to increase the availability of interpreters for the deaf. Chapter 4 consists of written briefs on these subjects and chapter 5 consists of the final reports from forum panels. The remainder of the book consists of verbatim transcripts of panel discussions and five appendices, including correspondence and information about forum participants. (PB)

A study was conducted to investigate the role of the community college in the lives of students and staff, and to examine the relationship between organizational structure and institutional culture. The study methodology involved in-depth interviews, questionnaire surveys, and observations at one State University of New York community college, and additional interviews at other sites to test the generalizability of the single-campus data. Study findings included the following: (1) the student profile changed dramatically during the past 20 years, with trends toward increasing proportions of women, older students, and middle-class students; (2) the community college was the first educational choice of the majority of respondents, whose reasons for attending included accessibility, affordability, and the benefits associated with going to a "well respected" college; (3) students' major criticisms concerned the lack of social and cultural opportunities at the college; (4) comparatively small classes, rewards for effective teaching, an emphasis on student evaluations, and a folklore concerning student/teacher relationships reinforced positive student perceptions of the college; (5) faculty and staff identified strongly with the college and with the idea of service to the students and community; and (6) major sources of job satisfaction among faculty and staff were classroom experiences, interactions with students, opportunities for mentoring, and supportive relationships with colleagues. Literature on organizational culture and the community college's social role is cited throughout the report, and a 140-item bibliography is included. (AYC)


Four surveys of attitudes toward vocational education were conducted in three school districts in Nevada in 1988 to derive information for use in strengthening vocational education programs. The surveys were completed by 331 parents, 1,454 students, 154 vocational teachers, and 29 administrators. More than 85 percent of students and a smaller majority of parents (73 percent) perceived vocational education to have three purposes: to explore occupational areas, to develop general skills for later use at home or on the job, and to prepare for employment in specific occupations. The education level of the parents appeared to influence their perceived choice of purpose for vocational education; parents with less college education indicated more often that one of the purposes of vocational education was to prepare students for technical school. Approximately three-fourths of the students and four-fifths of the parents surveyed recommended that students take a vocational course, especially for the purpose of career exploration. Parents and students who did not recommend taking at least one vocational course cited choice of subject or that it was not necessary for college. Three-fourths of the parents had favorable opinions about vocational education. Nonvocational students did not enroll because of lack of interest and lack of time. The study recommended more teacher recruitment; more accessibility to the
vocational education curriculum; more public relations activities to educate parents, students, and the community about the benefits of vocational education; additional vocational guidance; and other actions to increase enrollment in vocational education. (KC)


The booklet is intended to provide basic information for persons with either rights or responsibilities under Section 504 of the Rehabilitation Act of 1973. The definition of physical or mental impairment precedes an explanation of the law's requirements. Rights are listed under the following sections: program accessibility; preschool, elementary and secondary, and adult education; postsecondary education; health, welfare and social services; and employment practices. Directions for filing a complaint of discrimination are provided as is a list of the Department of Education Office for Civil Rights Regional Civil Rights offices. (DB)


This report presents findings from a study of the ways in which interagency efforts by State and local government agencies influence accessibility of services for children with handicapping conditions and their families. The research was designed as a case study of a mid-Atlantic State that has a wide range of demographic characteristics. Thirty state personnel involved with planning or programs for children with handicaps and their families were interviewed, and information from documents and meetings was examined. The organizational conditions and interpersonal relationships that determine whether an interagency effort is cooperative, coordinative, or collaborative are described in terms of the following features: interagency objective, interagency policies, interagency structure, resources, loyalty to the interagency effort, procedures to establish agreement, decisionmaking processes, and roles of key personnel. Three state interagency committees were studied: the State Coordinating Council for Residential Placement, the Interagency Planning Committee for Children, and the Interagency Coordinating Council. The report concludes with a discussion of the implications of study findings for interagency efforts associated with Part H of Public Law 99-457. (Nine references) (JDD)


This report examines federal, state, and local databases containing information on migrant workers and their children, identifies their common
characteristics, and assesses their potential utility to inform educational policy analysis. General criteria used to evaluate each database's strengths and weaknesses include standardization, reliability, completeness, consistency, utility, and accessibility and documentation. Five federal agencies maintain seven migrant-related computerized databases, but nonstandardized data collection, inconsistent definitions, and duplicated counts tend to negate their potential utility for in-depth nationwide analysis of the Migrant Education Program. Other national information sources include nine federal surveys with data on seasonal farmworkers as a group, and nine nonprofit organizations that deal with migrant issues. Four local and 28 state-level databases in 17 states contain data on migrant students; 24 of these maintain records on individuals. However, it would be difficult to link this information to produce meaningful national figures. A review of 11 research studies on migrant workers, students, and service programs focuses on the adequacy of the data and databases used, and points out the inadequacy of any single information source, the difficulties of using several sources, and the resulting inconsistency among research findings. This report contains 76 references and 12 tables. Appendices include methodology used, the study instruments, and narrative descriptions of all databases examined. (Author/SV)


In initial state-level data base of 30 selected measurements of educational policy and practice and related state conditions is presented. The variables were selected, in part, as distinctive phenomenon with potential relevance to education. Each measure has been defined to promote inter-state comparability. The measurements were selected to represent a broad spectrum of state conditions relevant to education in the areas of demography (e.g., net migration and youth in poverty); economics (e.g., tax effort and school size); schools (e.g., school size and expenditures); politics (number of local governments and composition of state legislature); participation rates (e.g., high school graduation rate and college starting rate); migration (public system attractiveness to residents and non-residents); public system characteristics (e.g., public versus private strength and geographic accessibility); program and retention profiles (e.g., graduation profile and graduate education emphasis); and finance of public higher education (e.g., role of tuition and public system financial support). Each entry was required to have a partially distinct, although possibly small, causal potential to some aspect of education policy and/or operations. The supporting tables for the data base are as follows: basic data migration, college starting, retention profiles; historical data (migration, college starting, retention); and indexes of state level data base variables. (SM)

In 1988, the name of the State Technical Institute of Knoxville (STIK) was changed to Pellissippi State Technical Community College (PSTCC). University-parallel programs were added to its previous technical curriculum, which had been designed for immediate entry into the workforce. Subsequently, a study was conducted at PSTCC to ascertain faculty and staff perceptions of current college goals; to elicit opinions about what the new institution's goals should be; to identify changes in perceptions of goals from those held before 1986; and to compare local views about goals to national norms. The Community College Goals Inventory Survey was administered to 115 employees, including 38 former STIK faculty, 11 faculty members who had transferred to PSTCC from Roane State Community College, 9 other new faculty members, 25 support staff members, and 28 administrators. Respondents were asked to rank 97 statements in 20 goal areas according to the degree that they were current college goals and the degree that they should be. Results included the following: (1) the four areas ranked most highly as current college goals were vocational/technical preparation, general education, remedial/developmental support, and accessibility; (2) top areas ranked in terms of "should be" goals included general education, college community, vocational/technical preparation, and remedial/developmental support; and (3) respondents believed that more emphasis should be given to every goal area, with the largest discrepancies between "is a goal" and "should be a goal" in the areas of college community, faculty/staff development, intellectual environment, and humanism/altruism. Six tables and a sheet containing descriptions of the 20 goal areas are attached. (AAC)


This publication provides both a review of the different technology modes that may be used for distance education and a set of guidelines for planning and developing conceptual designs for educational facilities capable of supporting technologically enhanced educational delivery systems in a variety of settings. The Distance Learning in Small Schools Project of the Alberta Department of Education conducted a survey of the current literature on distance education and identified five major areas of investigation: (1) aims of distance education; (2) appropriate technology modes; (3) design considerations; (4) relationships between the distance education suite and adjacent instructional areas; and (5) human communications, such as effect on education paradigm, role of teacher, attitudes and behaviors of teachers and students. The available technology offers these advantages: suitability for individualization, equitable accessibility, and increased student motivation. Conversely, a technology-based learning environment is complex and can separate
students from each other and from their teachers. The appropriate mix of courseware must be selected to satisfy instructional objectives, followed by choice of hardware. Included in this report are: (1) a glossary of technological terms; (2) a review of existing technology; (3) an explanation by means of a schematic layout of different modes of distance education; (4) a diagrammatic planning and design guide for different types of distance education suites and for a student workstation; (5) illustrated data sheets and workstation specifications; and (6) an analysis of cost implications. A 57-item bibliography, as well as an overview of technology and a cost analysis, are appended. (ALL)


A model of adult education appears to function in the outreach programs of three Columbus (Ohio) performing arts organizations. The first tier represents the arts organization's board of trustees, and the second represents the internal administration of the company. Two administrative bodies are arbitrarily labelled as education and marketing, which may or may not exist as separate entities in each organization. The responsibilities of these units or of the general administration encompass a wide variety of education activities, both formal and informal. The third tier of the model represents the personnel who carry out (and sometimes receive) education and training. For performing arts companies, marketing, or any promotional activity, is seen as having an educative function in that it increases awareness of and knowledge regarding the arts. Although education is seen overall as secondary to performance, it is seen as a vital component in the promotional activities related to the performance. Educational activities are described as important in the efforts of audience building and attracting funding and sponsorship. The future of the three companies is dependent on accessibility to the art. Arts education is a key to lifelong learning, leisure activity, and a mutually beneficial relationship between the performing arts and the host community. (YLB)


The Southwest Iowa Mental Health Center recently completed a 4-year project to increase use of mental health services by normally reluctant rural populations and to increase coping ability among persons affected by the farm crisis. During the first 2 years, program goals included aggressive outreach to potential patients, mental health education seminars for non-mental health professionals, stress management workshops for at-risk farmers and other distressed persons, mental health treatment, and development of independent support groups. These development activities created a tremendous unfilled demand for psychiatric treatment and consultation services. During the last 2 years, the program sought to
meet this demand by obtaining the services of a resident psychiatrist from a nearby university and by opening four satellite offices. The Center's experiences have shown that increasing delivery of effective mental health services to rural residents requires attention to both service delivery issues and treatment issues. Service delivery issues include (1) person-to-person outreach, (2) availability of services at the client's site, (3) extensive public relations to maintain high visibility for services, (4) satellite offices that offer both accessibility and a measure of anonymity to clients, (5) awareness that stress management and depressive symptoms are of prime interest for rural persons, and (6) a system that provides multiple services at one location. Treatment issues include: (1) alleviation of stress as the most important goal, (2) acceptance of emergency services as legitimate treatment, (3) diagnosis and treatment of the situation alone in some cases, (4) economics as the incentive for farmers to use mental health services, and (5) the importance of support groups.

(SV)


This study indicates several areas in which the contributions of Piaget, Dewey, and Vygotsky appear to substantiate Montessori theory and practice. Historical information concerning the emergence and accessibility of developmental and educational theory is also provided. The work identifies similarities and differences in the theorists' views of the ways in which children learn, ways in which the learning process includes the social environment, and ways in which human beings perceive the world and learn from it. Topics addressed include characteristics of developmental stages, the nature of language acquisition, the construction of the self, the influence of social interaction and experiences with language on cognitive development, and the development of internal thought and consciousness. It is asserted that the Montessori method provides the means for the kind of social and individual growth that enables children to become "the heroes of their own lives," and leads to confident and responsible participation in a democratic culture. Concluding remarks focus on the importance of the concept of the "zone of proximal development" as a sign to teachers of a limit to their knowledge of children, and an admonition to teachers to be more observant and less directing concerning learning activities of the child. (RH)


This guide to Maine and United States child labor laws and their relevance to school work experiences for youths aged 14 to 18 is intended to provide teachers, guidance counselors, job developers, and job coordinators with basic information on the standards and major provisions of the laws. Chapter 1 tells why the guide was developed; recommends 11 resources;
gives an overview of applicable laws, including those regarding child labor, hazardous occupations, minimum wages, worker's compensation, unemployment insurance, civil rights, accessibility standards, section 504 of the Rehabilitation Act, and miscellaneous rules and regulations; and discusses educators' roles and responsibilities. Chapter 2 addresses the relationship of jurisdiction and school-to-work programs, including the employment relationship, which is the key to determining whether programs come under federal or state jurisdiction; school-to-work programs that do not involve the employer-employee relationship, such as those in which students are trainees or volunteers or shadow a person at work; and programs in which there is an employee-employer relationship, such as alternative education, apprenticeship, internship, on-the-job training, vocational cooperative education, work experience, work release, and work-study programs. Chapter 3 covers the laws' requirements regarding age, occupations, hours, and wages for 14- and 15-year-olds. Chapter 4 does the same for 16- and 17-year-olds. Chapter 5 covers the laws' relationship to 18-year-olds. The document concludes with the addresses and phone numbers for relevant Maine and federal offices.

(CML)


In late 1986, the Ontario government began a 4-year undertaking to establish a distance education network for northeastern and northwestern residents. The network, Contact North/Contact Nord, uses a full complement of interactive telecommunications systems to make secondary and postsecondary education more accessible regardless of community size or distance from a larger center. At present, 30 access sites exist for the network, with 26 located in communities of fewer than 15,000 people. Every site has an electronic classroom equipped with state-of-the-art educational technology linked to network centers in Sudbury and Thunder Bay. As part of the implementation process, a two-part study was conducted. The first phase was designed to collect baseline community data prior to the full-scale implementation of Contact North/Contact Nord. Information was gathered through local interviewers in each community who sampled 5 percent of the registered voters. The results are presented in this report in profiles of the following: (1) the people served--demographic characteristics; (2) patterns of using formal educational resources prior to the start of Contact North/Contact Nord; (3) attitudes of nonusers toward adult education; (4) community perceptions of accessibility to education resources; and (5) implementation of Contact North/Contact Nord. Extensive tables, statistics, and copies of the survey forms are provided. (KC)

The status of space in North Carolina institutions of higher education at
the end of the drop-add period of the 1987 fall term at each college is
presented. Indications of the uses being made of the space are given, and
norms and historical information are presented for the past 5 years to
enable institutions to make their own assessments of their facilities. The
study's primary purpose is to provide higher education administrators with
a detailed statistical profile of the facilities of their own campuses and of
the other colleges and universities in North Carolina. It also presents data
that can provide the basis for comparative assessments of the extent to
which space is used for instructional purposes. Data for all 113 institutions
of higher education in North Carolina are provided. The four categories of
information are as follows: utilization of instructional space; interior space
characteristics; building characteristics; and accessibility of facilities to the
mobility impaired. An institutional index is provided. Contains 9 references.

North Carolina State Dept. of Public Instruction Raleigh. Div. of School
Carolina: 68.
The North Carolina Division of School Planning conducted an educational
survey of Cleveland County Schools. An architect and an engineer
evaluated and rated each facility and site. The report of findings
recommends reorganizing the merged school system into a K-5, 6-8, and
9-12 configuration, to improve instructional offerings for particular groups
of children. Cost efficient reorganization plans involve: (1) consolidating,
renovating, and constructing elementary schools; (2) adding space for
ninth graders in the two high schools with particular attention to vocational
facilities, regular classrooms, art facilities, and handicapped accessibility;
and (3) planning middle school programs for two current junior high
schools. The report provides school building data for each school,
including the results of the individual evaluations. The appendix contains
definitions and standards for the building evaluations. (KS)

Vocational Education. Ohio: 26.
Marketing can solve problems postsecondary vocational educators face
related to enrollment, professional contribution, image, and program
quality. Postsecondary vocational education should be aggressively
marketed because of its expanding growth and mission. Postsecondary
institutions are using various marketing strategies, including activities
related to research, promotion, planning, client needs, and
availability/accessibility. However, marketing involves more than just
public relations and image development. Substantive changes imply
modifications in programs, support services, administration, and delivery
methods. The procedure for integrating marketing in a postsecondary
institution begins with activities focusing on internal marketing, structure, and management support. An institution must perform internal marketing to ensure that its members support the marketing process. Key components of internal marketing are the following: quality and commitment; the role of management; the organizational personality of "corporate culture"; selection, orientation, and reorientation; training; and communications. The integration of marketing must be performed in a structured fashion with management support. Two guest contributors to this monograph are Thomas J. Walker and Deede Sharpe, writing respectively on marketing's role in promoting the value of vocational-education and the function of internal marketing. (28 references) (YLB)

The Open College Federation of the North West was initiated in 1975 as a result of an agreement between the University of Lancaster, Nelson and Colne Tertiary College, and the Lancashire Polytechnic. Its aims were to prepare adults for entry into higher education, create a range of intermediate-level courses for adults that were academic but that could be taken for interest alone, and develop courses that could improve adults' job prospects. In 1982 the institutions belonging to the federation received a grant to develop an open college unit in distance learning form. A course team approach was adopted to developing learning materials for a course in criminology. Two sets of instructional units, one with integrated study guides and the other with separate guides, were developed and field-tested with 60 individuals (current students in criminology, social sciences, and sociology and inspector trainees from the Lancashire constabulary). The integrated study guides proved to be better and were thus selected for use with 18 students enrolled in a pilot course. The tutors and coordinators who used the materials found them to be excellent and to increase the accessibility and flexibility of the federation's stage B criminology course. (MN)

When a new administration came to Michigan's Wayne County Community College (WCCC) in 1985, the college evidenced several characteristics of a failing institution: poor media image, continuing budget deficits, declining enrollments, and probationary accreditation status. To address these problems and the demoralization that had accompanied them, the new administration attempted to reorganize the institution to create a professionally sustaining environment conducive to student learning. To create a psychological climate for change and establish a basis for trust and dialogue, the following actions were taken: (1) the administration met with faculty and staff groups to determine their assessment of the condition of the college; (2) a statement of values was
developed to serve as a normative standard and guide for the professional lives of the faculty; (3) participatory structures were developed to involve administrators, faculty, and staff in decision making; (4) district administration was redesigned and strengthened to establish clear lines of authority and accessibility of services; (5) WCCC's mission was redefined to emphasize quality and standards; (6) a strategic planning process was introduced to clarify the challenges facing WCCC and fashion appropriate solutions; (7) a system of program review and evaluation was developed, resulting in the creation of new programs and the deletion of others, the redesign of course offerings, and the establishment of degree standards; and (8) mandatory basic skills testing and course placement was introduced, along with a remedial/developmental program and a range of student support services. As a result of these efforts, WCCC currently enjoys a positive image in the media, enrollment increases of almost 10% over the past two semesters, and a return to full accreditation status.

Wallman, K. K. (1988). Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16. District of Columbia: 21. The main responsibility of the U.S. Bureau of the Census, Bureau of Labor Statistics, and the National Centers for Health and Education Statistics is to collect, process, analyze, and disseminate statistical data on the economic, physical, and social characteristics of the United States. Under the Paperwork Reduction Act of 1980, the federal statistical system was curtailed because of major shifts in government policies and the subsequent budget cuts. Statistics have a powerful impact on the economy, and public and private use of federal statistics include: (1) the determination of workers' and retirees' income; (2) moving from market research to affirmative action programs; (3) allocation of monies for domestic assistance programs; (4) research in many fields; and (5) comparison studies. Under the budget constraints, which meant that in the future fewer statistics would be available, federal agencies were beginning to: (1) collect information less frequently; (2) reduce the sample size, content, and/or geographic coverage; (3) extend the time between data collection and publication; (4) reduce frequency, scope, and distribution of publications; and (5) release statistics only on computer files or on microfiche. Some cutbacks are affecting the 1990 Census, and when the Office of Management and Budget (OMB) issued a directive to reduce content and coverage, it met with unprecedented resistance from Census users. Some future consequences for statistical users include: (1) a loss of quality and usefulness of statistics, programs, and reports; (2) reduced funding for technological advancements; (3) data available through private vendors limiting accessibility; and (4) the situation where the collection burdens fall to state and local governments. (DJC)


The first of a 17-module self-instructional course, this module provides neophyte financial aid administrators and other instructional personnel with a systematic introduction to the management of federal financial aid programs authorized by Title IV of the Higher Education Act. It is an introductory course that presents the major responsibilities that financial aid administrators have in common with one another. Its objectives are to describe the roles and responsibilities involved in administering financial aid by understanding the institution's and financial aid administrator's specific roles in the responsible management of Title IV funds, recognize personal skills and resources needed in successful financial aid administration, and identify standard organizational tools to manage the multiple demands found in financial aid administration. A guide to using these materials is provided along with a pre-test, a post-test, a glossary, and a chart for tracking progress through the course. Module 1 focuses on: major areas of responsibility (recognizing differences); views of roles (the institution's view, the Department of Education's view, the student's view); multiple demands (time factors, staying up-to-date, accessibility); balancing multiple demands (time management, a policy and procedures guide, communication); personal characteristics and skills (outlook, skills); and outside resources. Contains two references. (SM)


This reappraisal of the situation of instructional television (ITV) in education begins by defining the field, providing background information, describing the various roles that ITV can fill, and discussing the structure of ITV as a profession. Various aspects of ITV use are then discussed in the context of: (1) national use statistics on ITV accessibility, ITV use, barriers to use, and training teachers in its use; (2) data on budget support, personnel, administrative encouragement of ITV use, and changes in ITV accessibility; and (3) qualitative data on equipment, programming, and support systems for ITV. An examination of research and evaluation which considers three types of inquiry--basic research, formative evaluation, and impact studies--is followed by a discussion of ITV issues and futures in the areas of research and development, design, production, distribution, promotion, use, and measurement and evaluation. The report concludes with a discussion of factors critical to the present and future of ITV. Eight figures and three tables are included. (54 references) (MES)

This report discusses three recent developments in foreign and second language education. The first is the "proficiency movement," which is leading teachers and curriculum planners to find effective ways of measuring functional language proficiency and of bringing students to pragmatically useful levels of speaking, listening, reading, and writing ability. The goal of foreign language teaching is now the effective use of the language in real-life communication settings. The second development is the introduction of the microcomputer to the language classroom. The following aspects of computer-assisted language learning (CALL) are discussed: (1) accessibility; (2) guidelines for CALL software development and review; (3) adoption of a systems analysis view of the instructional process; and (4) evaluation of CALL results. The third development is content-based language instruction--the simultaneous teaching of English and subject matter areas such as history or social studies to nonnative speakers of English. Guidelines are listed for developing effective programs of content-based language instruction. Future trends are covered and a list of references is included. (PS)


This training module was developed in order to help teachers, parents, administrators, and other educational personnel to understand the problems and difficulties encountered by learners with disabilities trying to access microcomputers. The main body of the module describes hardware considerations and strategies for increasing microcomputer access, focusing on specific impairments (including autism, emotional handicaps, hearing impairments, mental handicaps, physical impairments, and learning disabilities), and utilizing a variety of adaptive devices. Activities are provided on such topics as modifying input/output accessibility and the utilization of speech output, touch-sensitive devices, speech input (as an alternative to the keyboard), and adaptive firmware cards and switch controls. Objectives, materials specifications, preparation guidelines, detailed procedures, and lists of recommended resources are included for each activity. Also included are a variety of supplementary handouts and overhead transparencies. (GL)


This compilation of materials addresses the use of computers as a tool for instruction, management, communication, and personal productivity in special education. Recommendations are presented for establishing or revising special education technology training programs; recommendations deal with educational need, assumptions, goals, program model, content, support systems, finances, resources, materials, integration, personnel, evaluation, and accessibility. Then, descriptions of
special education technology training programs are presented from 23 colleges and universities. Each program description is accompanied by samples of course materials, such as course descriptions, course objectives, course syllabi, student/teacher contracts, workshop materials on cooperative learning and computers, educational program competencies, a training model for higher education in special education technology, information on a switch-building workshop, and a paper by Ted Hasselbring titled "Effective Microcomputer Training and Implementation." A prototype training module is presented for integrating technology into special education teacher preparation courses. The module, which focuses on teaching with crossword puzzles, describes formats of crossword puzzles, their uses in several content areas, and their creation through use of computer software. Also included are the "Code of Ethical Conduct for Computer-Using Educators," developed by the International Council for Computers in Education, and a "Microcomputing Competency Self-Assessment for Special Education Professors." (JDD)


The purpose of the conference summarized here was to provide a multidisciplinary examination of the critical service needs of youth who are profoundly/multiply handicapped with deaf-blindness and who are old enough to be leaving the education system, and to recommend strategies for providing high quality comprehensive transition services for the youth and their families. Four conference working groups focused on: residential services and options, independent living and employment options, recreation and leisure options, and health and psychosocial services. The groups considered the conference presentations and discussions, identified the issues, and formulated recommendations for programs and policy. A synthesis of the four working group reports is presented, covering: definition of the population; philosophical premises; characteristics of high-quality programs and services; and issues and recommendations in the areas of attitudes and advocacy, personnel training, program accessibility, parent/family involvement, policy- and agency-related issues, and the problem of working from a limited knowledge base. Conclusions are drawn concerning transition and the quality of life, the individual in the context of family and environment, the state of the art of services, staff and training, and dissemination and advocacy. (JDD)


This resource directory begins with a list of U.S. Department of Education Regional Civil Rights Offices, which offer assistance on legal interpretation of the Rehabilitation Act of 1973 (Section 504), followed by a list of public
and private groups providing general assistance to handicapped persons. The third section lists agencies that focus on specific handicapping conditions, including developmental disabilities, hearing impairments, learning disabilities, mobility impairments, psychiatric disabilities, and vision impairments. Organizations dealing with accessibility, legal information, preparation for independent living, and computers, adaptations, and technological devices are also included. A list of other useful directories and publishers is provided, and three major federal laws and amendments affecting the handicapped are summarized (Education of the Handicapped Act, Section 504 of the Rehabilitation Act of 1973, and Vocational Education Act). Each listing includes the organization's name, address, and telephone number and a description of its services. An alphabetical index of organization names provides access to the directory's contents, and a list of toll-free telephone helplines concludes the directory. (JDD)

The Burlington County (New Jersey) Special Services School District provides comprehensive services and programs to 700 severely impaired students from the ages of 3 to 21. To provide these students with a high quality education, the district has built modern, state-of-the-art facilities designed with the needs of the handicapped specifically in mind. Because the buildings were designed for the students' physical capabilities, the school programs are able to focus on helping students develop self-sufficiency in social, academic, and economic areas. This paper discusses the ways in which the design and organization of the school and its facilities support the special education effort. Among the areas addressed are relationships with the community, the centralization of functions, the "interconnected campus" concept, student control, accessibility, the use of multipurpose and flexibly-sized spaces, the vocational program, provisions for several types of therapy, the utilization of a full-year calendar, and the opening of the facilities to the community. Throughout, the paper emphasizes the idea that the educational environment can be enhanced through full coordination of all aspects of the programs, facilities, personnel, and community with student needs in mind. (PGD)

Financial problems that are being experienced by colleges and universities in Manitoba, Canada, likely results of these problems, and actions that might be taken are discussed by the president of University of Winnipeg. Provincial aid to universities in Manitoba has been inadequate. One major consequence resulting from financial problems is retrenchment: elimination of courses, jobs, and programs. Quantitative cutbacks mean that universities cannot accomplish the range of functions
that is needed to advance learning. Financial constraints also reduce quality in college programs, the library and other facilities, salaries and benefits, and administrative and support services. Increasing college costs to provide more revenue puts the objective of accessibility in jeopardy. It is suggested that universities need to convince the government that higher education deserves a higher priority in funding. Higher education needs to be clear on its values, priorities, and plans so that a persuasive message can be conveyed to the public. To tap other sources of revenue, it is important to ensure that projects are consistent with the college mission. (SW)

This study was undertaken to assess the condition of school facilities in rural and small school districts in the 50 states and analyze the mechanisms used by rural and small school districts to finance capital outlay. The study is part of an ongoing effort to address concerns specific to rural and small schools in the United States. The focus of the study is on the condition of school buildings in rural and small school districts in the United States. The sample used was drawn from districts with student enrollments of less than 800 and existing outside of standard metropolitan statistical areas. Usable responses were received from 263 districts from 37 states. Information is categorized into individual building data and descriptive and financial data from each responding district. In addition to general descriptive data, there is information specific to the methods used by each district in support of capital outlay. Data include district enrollment, expenditures for outlay and maintenance, sources for generating capital outlay, age of buildings, use and accessibility of buildings, safety of buildings, and replacement costs of buildings. The report is presented in two sections. The first section details the mean, standard deviation and range of the values reported for each variable by all respondents to the survey. It also offers the same values for each variable grouped according to the geographic region in which the school district is located. The second section analyzes each variable independently. Quartiles, histograms, boxplots, normal probability plots, and frequency counts are given. There is no attempt to recommend changes for rectifying the situation. This report contains many graphs and charts. (Author/TES)

Blue ribbon commissions in the United States from 1965-1983 are discussed with attention to what makes a commission effective, the history of blue ribbon commissions, features of a commission, whether these commissions are useful on campus, and criticisms of blue ribbon commissions. Factors that contribute to the effectiveness of a blue ribbon
commission include: attainability of commission objectives, adequacy of the amount of time allotted for the study; number of times commissioners meet; accessibility of commissioners to persons wishing to comment; and sufficiency of the number of staff. Features of a blue ribbon commission are: a predetermined life span, eminent individuals from a variety of backgrounds, staff and funds to assist in fulfilling its charge, and a charge to investigate and/or to recommend changes in structures, functions, origins, or processes. Blue ribbon commissions are helpful on campus when a fresh view is needed about a specific issue, when a college wants to develop ties with, or serve, a sector outside the college, and when a college seeks to start a planning agenda to become a leader in a region or among similar colleges. (SW)


Various aspects of the theme, "AccessAbility: Overcoming Information Barriers," are considered in the conference papers collected in this document. They include: (1) "The Library Image: A Barrier to Accessibility" (Janice S. Boyer); (2) "The Educationally Disadvantaged Student: How Can the Library Help?" (Michael Poma and Richard Jehlik); (3) "Library Security: Making Collections Accessible to All" (Anita Cook and Debra Pearson); (4) "When Just Processing Words Is not Enough" (Judellen Thornton-Jaringe); (5) "Librarians and the Law: Is It Time To Buy Malpractice Insurance?" (Christopher E. Le Beau); (6) "Take Two Medlines and Call Us in the Morning" (Joan Stark and Ruth Rasmussen); (7) "To Search or Not to Search: A Descriptive Study of Decision Factors" (Deborah Kane); (8) "Private Online Searching: Serving Community Needs" (Richard E. Voeltz); (9) "Access to Nebraska's Literary Magazines: The Role of Nebraska Libraries" (Anita Norman); (10) "To Claim or Not to Claim: The Heart of Serials Control" (Georgene E. Fawcett); (11) "Managing the Request for Proposal Process for an Online Public Access Catalog: The Academic Library Perspective" (Merri Ann Hartse); (12)"Putting LC Subject Headings to Work in the Online Catalog" (Gregory Wool); (13) "Better Access through Authority Control" (Sandra Herzinger); (14) "Enhancing Access to the OCLC Database: The UNL Experience" (Elaine A. Franco); and (15) "An Examination of Sexual Roles in Newbery Medal Winners, by Historical Time Period" (Terrence D. Nollen). Brief abstracts are provided for two additional presentations "The Nebraska Education Information Center Network" (Mary Jo Ryan), and "The Public Access Library System at the Creighton Health Sciences Library" (Curtis Hufsteling and Nannette Bedrosky). (KM)

A total of 326 public school teachers of kindergarten through grade 12 responded to a survey about teacher-made tests, testing practices, and the availability of testing resources and guidelines. Testing practices and preferences were found to vary significantly by grade level, subject area, and length of teaching experience. School testing resources and guidelines varied by school setting and grade level. Most teachers (75 percent) reported high accessibility to student records, availability of curricular guides with objectives, instructor manuals with test items, administration of 50 or more tests annually, and preference for multiple-choice items. Fewer teachers (about 50 percent) reported regular access to reproduction services and the availability of school guidelines for assigning marks. Very few teachers (25 percent or fewer) reported access to computer support services. About 80 percent of the teachers reported rarely or never calculating test means or standard deviations. Over 50 percent of the teachers reported never having estimated test reliability or completing item analyses. Tabulations of teacher responses are appended. (Author/TJH)


To comply with the Carl D. Perkins Vocational Education Act of 1984 requirements, the Michigan State Advisory Council for Vocational Education reviewed data from the Michigan Department of Education to determine the accessibility of vocational education to secondary and postsecondary students as it relates to enrollments. The evaluation component also included the gender and racial/ethnic composition of students currently participating in vocational education, as well as the participation of special populations (handicapped, disadvantaged, adults, single parents/homemakers, students in nontraditional programs, and criminal offenders). The study found significant differences in accessibility of vocational education to students, based on geographical location. It also found that the enrollment of females and males in vocational education appears to be balanced, although this may be due to various areas balancing each other. Overall, trends in secondary education seem to be in the direction of enrolling students in programs that are nontraditional to their gender, although progress in this direction is much slower in postsecondary education. The study also found that vocational education at both levels is serving minorities in proportion to the statewide high school population; however, enrollments vary by program areas. Finally, the study found that only limited numbers of persons are being served in any of the special population categories (Author/KC)

This report describes the 3 years of operation of the Special Education Software Center (Menlo Park, California), implemented with federal funding by SRI International, LINC Resources Inc., and the Council for Exceptional Children. The report describes activities of the Center and portrays, from the patterns of information requests received by the Center, the software information needs of the special education community. Following an introductory section, Section II provides a brief background on technology and the handicapped, and describes the federal government's role in supporting the use of technology in special education. Section III presents the approach used in setting up the Center, describing the Center's overall design, development, and electronic network support; the section also discusses Center services, including technical assistance, software information, conferences, and assistance to the Model Secondary School for the Deaf. Section IV examines the Center's success in increasing the quantity and quality of microcomputer software applicable to special education and also in increasing its accessibility. A final section outlines lessons learned and recommendations. Notes, a bibliography, and exhibits are appended to the report. (JDD)

This volume compiles methods known to be effective in helping industrial technology teachers work with mainstreamed handicapped students. It emphasizes an industrial technology/special education team approach, but also includes strategies that do not require this cooperation. The volume begins with a description of the special needs of several types of disabled learners, and goes on to discuss: the teacher's responsibilities in mainstreaming; guidelines for effective time management in the classroom; student placement alternatives for industrial education; assessment of students' readiness for industrial education; development of individualized education programs; management of the mainstream classroom environment; modification of the learning environment, materials, and teaching techniques; the use of microcomputers in computer-assisted instruction; peer tutoring; grading; and safety and accessibility. Examples of curriculum modules designed for special needs learners are provided on the topics of the automotive battery, production technology, and manufacturing. Samples of worksheets and timelines and references to relevant journal articles are also included, and numerous diagrams and illustrations are provided. (JDD)

In the future, postsecondary institutions must respond in nontraditional ways to disabled students’ needs for physical accessibility to campus facilities and cultural accessibility to campus activities, both social and
The development of innovative services will require an entrepreneurial approach and should look upon the provision of disabled student services from a "marketing" point of view. California State University, Northridge, has added a number of nonmandated activities to its Office of Disabled Student Services which are products of a marketing approach model and are supported by outside funding: (1) a computer access lab; (2) a theater group; (3) a student leadership group; (4) conferences on the arts, computer technology, and learning disabilities; (5) a learning disabled program; and (6) a National Aeronautics and Space Administration grant to promote hiring of qualified disabled "high-tech" graduates. Administrators seeking to follow the marketing approach will find several elements crucial to their success. They will have to cultivate funding sources to obtain necessary resources, tap the tremendous potential of technological advances, expand staff training opportunities, and develop administrative policies to accommodate the entrepreneurial approach. (VW)

Results of the 1986 North Carolina Higher Education Facilities Inventory and Utilization Study are presented, based on data from 114 colleges. Tabular data and narratives appear under four headings: utilization of instructional space, interior space characteristics, building characteristics, and accessibility of facilities to the mobility impaired. Statistics for private institutions are shown by group (major research universities, general baccalaureate colleges, and junior colleges), while individual state college data are provided. Information is included on: capacity/enrollment ratio, average weekly room hours of instruction in classrooms and class laboratories, and average weekly use of student stations in classrooms and class laboratories. Interior space characteristics and accessibility for the mobility impaired are covered for the following subprograms: instruction, research, and public service; academic support; student services and physical plant operations; and institutional administration and independent operations. Additional information covers: building ownership, the condition of buildings, and estimated cost to renovate or replace buildings. An institutional index is included. (SW)

This pamphlet explains Section 504 of the Rehabilitation Act of 1973, which outlaws disability discrimination in programs receiving federal funds and the extensive regulations stemming from Section 504. The rights and responsibilities of handicapped persons are related to the following issues:
eligibility for coverage under the law; program accessibility; preschool, elementary, secondary, and adult education; postsecondary education; health, welfare, and social services; and employment practices. Procedures for filing a complaint of discrimination are included, along with a list of regional civil rights offices of the U.S. Department of Education's Office for Civil Rights. (JDD)

Office for Civil Rights (ED) Washington DC.[EDD00028] (1987). Los Derechos de las Personas Incapacitadas Bajo la Ley Federal. Seccion 504 de la Ley de Rehabilitacion de 1973 (Handicapped Persons's Rights under Federal Law. Section 504 of the Rehabilitation Act of 1973). District of Columbia: 19. This Spanish-language pamphlet explains Section 504 of the Rehabilitation Act of 1973, which outlaws disability discrimination in programs receiving federal funds and the extensive regulations stemming from Section 504. The rights and responsibilities of handicapped persons are related to the following issues: eligibility for coverage under the law; program accessibility; preschool, elementary, secondary, and adult education; postsecondary education; health, welfare, and social services; and employment practices. Procedures for filing a complaint of discrimination are included, along with a list of regional civil rights offices of the U.S. Department of Education's Office for Civil Rights. (JDD)

Riverside Community Coll. District CA.[BBB25778] Mount San Jacinto Community Coll. District San Jacinto CA.[BBB25779] (1987). Joint Study of Facility Needs with Implications for Regional Planning. Presented to the Board of Governors of the California Community Colleges. California: 434. This report offers data on regional population growth and on educational access based on commuting times to and from campus facilities to document the need for the establishment of a minimum of three permanent educational centers in the west part of Riverside County, California. After part I presents an overview of the study, part II explains the factors influencing the unprecedented growth of Riverside County and presents the Riverside Community College District's application for the approval of two permanent educational centers and the Mt. San Jacinto College District's application for the approval of an additional center. Part III profiles population trends in Riverside County and adjacent areas, including information on travel times to existing educational facilities. Part IV offers demographic data for the two districts, covering family income, ethnicity, employment, accessibility of the proposed sites to the population to be served, household size, transportation routes, and labor market. Additional data on community support for the proposed centers and the anticipated effects on adjacent institutions are provided. After part V looks at enrollment trends and projections for both districts, part VI presents an interdistrict and regional study of programs, which compares and analyzes existing programs; identifies duplicated, shared, and unduplicated programs; assesses labor needs and the regional labor market; and
discusses corporate education needs. Information from the districts' master plans is also included. Part VII examines a variety of alternatives to the establishment of the three new centers. Numerous tables, graphs and maps supplement the text, and extensive appendixes contain materials on population forecasts, enrollments, community support, economic conditions, and student attitudes. (UCM)


A study examined the educational and vocational barriers and opportunities reported by 788 disabled adult clients of the Pennsylvania Office of Vocational Rehabilitation who matriculated in postsecondary education in Pennsylvania between 1980 and 1986. Thirty-six percent (244) of the surveys were returned. Half of the disabled adults matriculating in postsecondary education between 1980 and 1986 were physically disabled. The majority (63 percent) completed a postsecondary vocational training program and desired an educational experience that would prepare them for a professional, technical, or managerial position. Only 14 percent of the rehabilitation office clients had a position in the professional, technical, or managerial occupational cluster after completing their postsecondary education. Of the 244 respondents, fewer clients experienced problems related to accessibility than experienced barriers related to social and emotional integration with classmates in postsecondary education. Forty-eight percent of those responding to the follow-up survey were earning yearly incomes at or below the federal poverty income guidelines for a family of four. The education-related barriers that were cited most frequently were lack of adequate job placement services, supportive counseling, job readiness training, social integration into class, and back-to-school preparation. On-the-job barriers included lack of assistance with work management, help with social integration, sufficiently frequent rest periods, and additional on-the-job training. The study confirmed that efforts to reduce architectural barriers to education and employment are succeeding; however, more needs to be done in the area of focusing nondisabled students' and employers' attention on the abilities rather than on the disabilities of physically disabled persons. (MN)


This update to Williamsport Area Community College's (WACC's) 1984-89 long-range plan offers a status report on each of the plan's 78 objectives, reassigns responsibility for specific objectives to make the plan responsive to the current organizational structure of the college, and offers 11 new
objectives for the 1986-87 academic year. After chapter I presents background information on the planning process at WACC, chapters II and III discuss selected conditions, trends, and predictions affecting planning. Chapter II looks at factors affecting planning in 1984 (i.e., economy, state legislation, regional and local developments, internal factors and performance measures, programs, enrollment projections, and operating costs), while chapter III examines these and other factors as they affect planning in 1987 (e.g., population and labor force characteristics, and resource development). Chapter IV considers the philosophy, mission, and goals of WACC. Finally, chapter V presents institutional and organizational objectives and action plans, reviewing progress made between 1984 and 1986 in the following areas: vocational technical education, general education, developmental education, lifelong education, counseling and advising, effective management, accessibility and student services, staff development, intellectual orientation, student personal development, college community, instruction, resources, and physical plant. (EJV)


This paper presents a model for qualitative and quantitative evaluation research that has been used in a preliminary way in evaluating a teacher education program. The model is based on three underlying constructs which are hierarchical in nature: (1) the assumption that the question of interest always must dictate the structure of the research design; (2) accessibility of data; and (3) that data are operationally defined as qualitative or quantitative according to their use. Graduates of teacher education programs in 1980 through 1983 responded to two open-ended questions regarding the most important topic to be added to the teacher education program and the most important topic to be deleted from the program. Quantitative and qualitative analyses revealed: (1) where first-year teachers felt ill-equipped; (2) where the teachers reported themselves to be well prepared and satisfied; (3) how these findings relate to new standards on teacher certification; (4) implications for what college students and new teachers expect teaching to be like; and (5) methodological implications for using qualitative and quantitative methods to enhance a study. (CB)


Provided are several perspectives on technology, addressing changes in learners related to technology, changes in contemporary life related to technology, and changes in subject areas related to technology (indicating that technology has created such new tools for inquiry as computer programming, word processing, online database searches, and collegial communication networks). Also provided are prospectives on the content
of mathematics and science education, noting that, within the context of current educational reform, there is a fundamental shift regarding the purposes, audiences, and substantive content of science and mathematics education. For example, science today should be for all students, not just those few students who are talented and motivated for professional careers in science and engineering. Other areas addressed include: (1) current uses of technology (particularly computers) in mathematics and science education; (2) trends influencing the use of technology in education (considering demographic and economic transformation, declining cost of technology, economics of scale and market pull, integration of technologies, and accessibility of technology); (3) the computer as a tool; (4) levels of the mind (word processing, spreadsheets, and databases); and (5) suggestions for publishers. (JN)

Conditions in Ontario higher education in the early 1980s and related governmental activities are discussed. Despite limitations placed on enrollment by the universities and constraints from underfunding, overall enrollment has continued to increase during 1982-1986. Additional developments include: the university research enterprise did well; the universities gained increasing public and corporate confidence; new modes of financing are being explored, and government seemed to move toward supporting the kind of university system that Ontario needed. Attention is directed to the following topics: the issue of accessibility of colleges/programs, tuition, information provided to college applicants, enrollment projections, renewal in the secondary schools, college graduates and the job market, foreign students, graduate school enrollment, faculty age profile and short-term appointments, faculty renewal, tenure, mandatory retirement, faculty salaries, basic versus applied research, and the public image of colleges. Appendices include: the Council of Ontario Universities' (COU) constitution and membership list, COU committees and their tasks, COU financial statements for 1981 through 1985, and a COU publication list. (SW)

A study investigated the effects of using topic-related pictures to build and activate readers' schemata as a means of increasing background knowledge and, consequently, reading comprehension. Subjects, two special education middle school students with low scores on standardized reading comprehension and vocabulary tests, were taught to interpret pictures that were topically related to reading passages. Findings showed that, after ten three-day sequences of pre-picture reading, picture study, and post-picture reading, subjects' reading comprehension improved significantly on several measures. More specifically, results indicated that
teaching the students to examine details and interpret relationships inherent in topic-related pictures (1) improved their ability to answer questions about explicit and implicit information relevant to both pictures and stories, and (2) increased the amount and accessibility of the students' prior knowledge, produced by the systematic study of the pictures. It was speculated that these findings resulted from reader-related variables, such as task focus, schema adequacy and accessibility, and ability to integrate and synthesize information, as well as from picture-related variables, such as imageability and gestalt features. (Seven pages of references are included.) (JD)


A critical analysis is provided of the history and future of Canada's community colleges. After an introduction which traces the movement and development of Canada's community colleges and presents their societal context, a review of the origins and history of the Canadian system is presented. Chapter 1 examines the social influences on community colleges' development, while chapter 2 traces the birth of new colleges across the nation. Chapter 3 studies the characteristics of the colleges, and chapter 4 follows their transition into the existing community college system. The second part of the book looks at issues for the future of Canada's community colleges. After chapter 5 identifies social and international trends likely to affect the colleges' future, chapter 6 considers issues related to institutional identity, accessibility, and organization. Chapter 7 focuses on political questions related to governance and governments, management and leadership, and labor relations. In chapter 8, issues related to educational excellence are analyzed, with respect to the improvement of instruction, general education, institutional evaluation, and research. Finally, chapter 9 offers a vision of a national role for Canada's community colleges. Appendices provide a roster of non-university postsecondary institutions in Canada; current statistical information on Canadian colleges; a national research agenda questionnaire, and a brief essay on Canada's first community college. An extensive bibliography is included. (EJV)


The General Accounting Office (GAO) conducted a study of employment practices at the Tennessee Valley Authority (TVA) to determine if practices for employing and advancing disabled veterans comply with applicable legislation. The study found that TVA's plans describing its Disabled Vererans' Affirmative Action Program were meeting regulatory
requirements in fiscal year 1986. TVA has had mixed results in achieving the objectives identified in the plans. Because of declines in TVA's work force (a 42 percent reduction from 1980 to 1986), TVA's ability to hire and advance disabled veterans may have been affected. TVA has implemented activities aimed at achieving the following plan objectives: (1) providing awareness training to supervisory personnel; (2) establishing an advisory committee of handicapped employees partly composed of disabled veterans; (3) providing guidance to managers and supervisors on how they could modify jobs to accommodate disabled veterans' abilities; and (4) adopting Uniform Federal Accessibility Standards to ensure barrier-free design in TVA facilities. The Disabled Veterans’ Affirmative Action Program plan objectives that TVA has not been successful in implementing included the following: (1) increasing the number of disabled veterans on its employment register; (2) increasing disabled veterans' advancement opportunities within TVA through career planning and an upward mobility program; and (3) providing placement opportunities both within and outside TVA for disabled veterans scheduled for reductions-in-force. The TVA has recently hired a disabled veteran to head a new veterans' affairs unit to deal with all veterans' issues. (KC)


Characteristics and job expectations of students taking courses in the field of higher education were investigated, along with student perceptions of their programs. Findings may be helpful in making curricula responsive to student expectations and in developing marketing/recruitment strategies. Eleven questions that relate to client identification for marketing programs in the field of higher education framed the development of the survey form. The survey examined the background of students in the areas of: education, demographics, occupation, perceptions of their programs, and career goals. Responses were received from 18 higher education doctoral programs. Information was obtained on: enrollment in higher education administration programs by sex and race (Caucasian or minority); undergraduate majors of students; grade point average for bachelor's and master's degrees, scores for Graduate Record Exam and Miller Analogy Test; occupational background; concentration (higher education administration, student personnel work, other); geographic accessibility to the program; financing of studies, ways that students learned about the program; skills students want to develop; strengths/weaknesses of the program; and ultimate career goal (faculty, administrator, president, other). The findings are compared to two previous studies. (SW)


Virginia's first state plan for child day care begins with 14 sections covering several aspects of child care. Section I reviews child care history
and trends. Sections II, III, IV, and V argue, respectively, that child day care is important to government, business, families, and children. Elements of a comprehensive child day care delivery system are described in section VI. Sections VII, VIII, IX, and X argue that child day care should be affordable, available, accessible, and of high quality. Section XI provides a profile of child day care funding in Virginia. Elements of Virginia’s master plan for child day care services, an action agenda for affordable child day care services in 1986, and a call for citizen action comprise sections XII, XIII, and XIV. Appended are an affordability survey by the Virginia Department for Children; sections of the Virginia Code affecting child day care; Department of Social Services policies relating to child day care; state initiatives related to child care; public comments on affordability, availability, accessibility, and quality of child day care in Virginia; and House Bill 1696, an act to amend the Code of Virginia by adding a section concerning child day care services. (RH)


This fact sheet was written to help persons who counsel students with disabilities at all levels of education, but especially those who work with students in high school, community and junior college, career training schools, vocational technical schools, colleges, universities, and graduate programs. Four strategies that advisors and counselors can use in working with disabled students are described: (1) encouraging students to assess interest, aptitude, and achievement; (2) providing non-restrictive career counseling; (3) encouraging students to base decision-making about postsecondary education on a variety of criteria, including training available, cost, and auxiliary aids and accessibility; and (4) assuring access to the counseling environment. Selected resources are described which may help implement the strategies. (NB)


This resource unit, an addendum to The Exploratory Computer Literacy Curriculum Guide, Grades 7-8, is designed to provide teachers with guidelines and classroom computer activities for integrating computer literacy into the curriculum. An overview of the guide is given in the introduction, which notes that the materials reflect the teacher-developers’ own environment variables such as school size, student characteristics, accessibility to microcomputers, and teaching style. A section on classroom management offers suggestions for effective curriculum implementation and addresses the operation of the computer laboratory, classroom demonstrations, use of the computers, diskette management, and copyright laws concerning microcomputer software. A broader perspective on implementation within the total school setting is provided in
a section on integrating the computer literacy program into the curriculum, which addresses such topics as administrative support, a school computer coordinator, schoolwide planning and cooperation, and resources and faculty workshops. Five models are proposed as alternatives for delivering computer literacy instruction in the secondary schools. Sample activities are provided for the language arts, mathematics, science, and social studies, each of which includes course content objectives and guidelines in the following categories: subject, student expectations, instructional mode, prerequisites, classroom management, materials, activity time, teacher preparation, and sequence of activities. Resources include lists of recommended software and additional teaching aids. (DJR)


This resource unit, an addendum to The Exploratory Computer Literacy Curriculum Guide, Grades 9-12, is designed to provide teachers with guidelines and classroom computer activities for integrating the exploratory computer literacy program into the curriculum. An overview of the guide is given in the introduction, which notes that the materials reflect the teacher-developers' own environment variables such as school size, student characteristics, accessibility to microcomputers, and teaching style. A section on classroom management offers suggestions for effective curriculum implementation and addresses the operation of the computer laboratory, classroom demonstrations, use of the computers, diskette management, and copyright laws concerning microcomputer software. A broader perspective on implementation within the total school is provided in a section on integrating computer literacy into the curriculum, which addresses such topics as administrative support, a school computer coordinator, schoolwide planning and cooperation, resources, and faculty workshops. Five models are proposed as alternatives for delivering computer literacy in the secondary schools. Sample activities are provided for the language arts, mathematics, science, and social studies, each of which includes course content objectives and guidelines in the following categories: subject, student expectations, instructional mode, prerequisites, classroom management, materials, activity time, teacher preparation, and sequence of activities. Resources include lists of recommended software and additional teaching aids. (DJR)


This guide provides evaluative criteria for the elementary-secondary administrator to measure the quality of a school's facilities for general condition and suitability for educational programs. Appraisal criteria and instruments are categorized into six major areas of discussion: "The School Site," "Structural and Mechanical Features," "Plant Maintainability,"
"School Building Safety," "Educational Adequacy," and "Environment for Education." The guide contains approximately 125 items that affect the functioning of a school. Nontechnical language is used so that the process of appraisal may be accomplished by educators and community leaders. Use of the instruments, however, requires a general knowledge of the educational program, operation of a physical plant, and state/national standards for educational facilities. "Barrier-Freeness" is discussed following the section on appraisal criteria, which is a federally required facility characteristic allowing physical accessibility to all educational programs regardless of physical or mental disabilities. Following a brief section devoted to asbestos as a safety problem, a glossary of terms is presented. Three appendices offer guides to independent appraisal of elementary, middle school, and high school facilities. Eighteen references are given. (CJH)

Recent discussions have questioned the ongoing contributions of home economics to conversations about women's education. These conversations are complicated by factors suggesting home economics is a discipline that talks primarily to itself but sees itself having a unique view of the world that takes women's world of experience as its starting point. Many other women, particularly feminists, disagree. This disagreement is due to different perspectives concerning the uniqueness of home economics's view, limited accessibility of its relevant scholarship, and the failure of home economics and feminism to have seen and articulated an alternative work view based upon women's experience. Underneath both areas is a fundamental dependence on an ontology of self versus other. An alternative ontology is suggested that assumes the interconnection of self with other. A different view of the world is constructed that locates the study and conceptualization of the home and family in a context that takes women's ongoing caring responsibilities as its organizing principle. In this context of embedded and interconnected relationships between the family, the home, and the workplace, living is typified by interruption, discontinuity, lack of completion, and a constant juggling of attention to other individuals. This unique view is not a part of current educational conversations but should be. An appendix lists 26 resources that offer areas for further conversation with home economists. (YLB)

This study of leadership and collaboration in rural adult education begins by outlining the conditions that alter education's role in the community. The stability of land ownership, the relationship between hard work and success and the reliability of traditional methodology can no longer be
taken for granted. The educational need for rural adults today is not for more innovative programs, but for focused initiative that produces results on the local, state, and national levels. The paper argues that the most effective and lasting educational programs are created when both the service agency and the community actively and purposefully work together. Coordination enhances efforts by all agencies concerned with rural education. Educational leadership is composed of formal or informal community leaders who provide credibility and a sense of community needs. Also necessary are agency leaders who provide the actual coordination. The document suggests various educational organizations as possible candidates for community leadership, with the community college discussed as a possible educational coordinator. Linkages among other local agencies are also suggested as a way to secure additional resources, strength, and creativity. The problems of making such linkages are discussed, as is the possibility of regional and statewide links. A pragmatic educational methodology is called for in place of osmotic learning to ensure accessibility to all learning. He says that, while state and national government should create clear and simple means for supporting adult education, impetus, planning, and execution must begin on the local level. Charts and a list of references are included. (TES)


Findings of a New Jersey survey of existing services in the health, education, and welfare sectors concerned with early pregnancy and childbearing are presented with relevant recommendations in this document. Results from interviews with 25 key state officials, prominent program directors, and community leaders as well as from a formal survey of 111 schools, community agencies, county welfare agencies, and Division of Youth and Family Services district offices constitute the major source of data. Four aspects of service operationalized by survey questions are identified: linkage, accessibility, training, and evaluation. Findings and recommendations in the area of preventive services include discussions of the Family Life Education Program, school-community linkages, and family planning within the county welfare agencies. Findings in the area of treatment services looks at linkages, accessibility of services, training of staff, and evaluation. Findings and recommendations are also discussed in the area of needs unmet by any agency. Because of the lack of coordination of services revealed by the study, the designation of a state department as a lead agency is recommended and suggestions are made on how to deal with the problems of adolescent pregnancy. An overview of other states' legislative trends and a bibliography are included. (ABL)

University admission requirements and achievement levels at the time of secondary school graduation are compared for five countries: the United States, the Soviet Union, France, Japan, and West Germany. Emphasis is placed upon the structural and cultural differences in the educational systems of these countries. In addition to college admission requirements for each country, attention is directed to high school graduation requirements in mathematics, science, and foreign languages. Included are case studies of high school exit examinations. An important difference between the United States and the other four countries is the greater accessibility of secondary schools and colleges in the United States. In contrast to the United States, the other four industrialized countries view education as having the function of awakening the student's sense of participation in, and relationship to, a national community and national tradition. The Soviet Union, France, and Japan have highly centralized educational systems in which important decisions are made at the national level. Only West Germany has a mixed regional and state central system. In the other four countries, access to higher education is controlled by national examinations that are based on national academic standards. Numerous tables and a four-page bibliography conclude the document.

New York State Education Dept. Albany.[QPX62775] (1986). Net Cost of Student Attendance at Postsecondary Institutions in New York State. New York: 72. National and New York State trends in both the cost of higher education and the various types of student aid programs are addressed. Data are provided for 1976-1977, 1981-1982, and 1983-1984. Also provided are estimates of the "net cost" of a college education after taking into account various financial resources (e.g., family contribution, student aid, and loans). The objective of the estimates is the development of more specific indicators of financial accessibility than those that are available from simple national or statewide averages. The estimates are presented for four family income categories for both residential and commuter students across both public and private colleges in New York State. Specific data include: average total student expenses; average tuition and required fees; Pell Grant and Tuition Assistance Program (TAP) awards per recipient by income, sector, and institutional type; campus-based aid by institutional type; institutionally funded aid by institutional type; average annual Guaranteed Student Loan amount for full-time undergraduate borrowers; estimated percent of financially dependent undergraduates receiving discretionary aid; and remaining need after family contribution and Pell and TAP awards, by family income. (SW)

North Carolina Commission on Higher Education Facilities Chapel Hill.[BBB22951] (1986). Facilities Inventory and Utilization Study, Fall of 1985, for
Results of the 1985 North Carolina Higher Education Facilities Inventory and Utilization Study are presented, based on data for 114 colleges. Tabular data and narratives appear under four topics: utilization of instructional space, interior space characteristics, building characteristics, and accessibility of facilities to the mobility impaired. Statistics for private institutions are shown by group (major research universities, general baccalaureate colleges, and junior colleges), while data are provided for individual state colleges and universities. Information is included on: capacity/enrollment ratio, average weekly room hours of instruction in classrooms and class laboratories, and average weekly use of student stations in classrooms and class laboratories. Interior space characteristics and accessibility for the mobility impaired are covered for the following subprograms: instruction, research, and public service; academic support; student services and physical plant operations; and institutional administration and independent operations. Additional information covers: building ownership, capital investment for residential and nonresidential buildings, the condition of buildings, and estimated cost to renovate or replace buildings. A general index and institutional index are included. (SW)


One of two reports on the 1985 Home Information Technology Study (HITS), a national survey conducted to provide insights into the role played by educational technologies in out-of-school learning, this volume provides current estimates of the availability and accessibility of information technologies and related program materials in American households, and examines how, by whom, and to what extent these household technologies/resources are used for informal learning. The first of five major sections in this report, the introduction provides background information on the study and a description of the survey methodology. Detailed analyses of the data are then presented in separate sections for: (1) the general household availability of technological equipment and program materials to persons in the four age groups; (2) the use of technology/educational material for nonschool learning by children and adults; and (3) attitudes toward various information resources/technologies for different types of learning, and how these attitudes differ among and between users and nonusers of these materials. The fifth section provides a summary of the major findings and conclusions drawn from the data analyses. Appended materials include copies of the HITS survey questionnaire (interview) items; a summary of the HITS study design and procedures; and a brief discussion of the precision of reported estimates and generalized standard errors. (BBM)

Aspects of American education that have particular importance to student exchange programs are discussed in order to assist non-Americans. In addition to philosophical assumptions underlying American education, attention is directed to organization and control, different kinds of institutions and programs, methods of measuring student performance, and quality control mechanisms. Specific topics include: college administration and external and internal controls of higher education institutions, admissions, accreditation, external standardized examinations, credit by examination, classroom examinations, grading, student retention, and costs and financial aid. The following types of schools are covered: elementary and high schools, two-year colleges, four-year liberal arts colleges, other four-year colleges, universities, and other institutions. Programs at the following levels are considered: high school diploma, associate degree, bachelor's degree, master's degree, doctor of philosophy degree, professional degrees, special degrees related to the medical field, non-degree-seeking students, and adult and continuing education. Included are a secondary school record transcript, a glossary, and a diagram illustrating the structure of United States education. (SW)


In response to the growing need for day care in Tennessee, the Governor's Task Force on Day Care was appointed to encourage the development of more and better day care opportunities for the children of working parents. Three committees were established to develop recommendations. The Access to Day Care Committee identified the types of day care in short supply and recommended ways to improve the availability and accessibility of care. The Quality of Day Care Committee examined issues related to quality including parent involvement, provider training, and standards of care; and developed recommendations on ways to improve the quality of day care. The Employer Support for Day Care Committee developed ways to encourage more awareness about day care among employers and more support for day care in industry and small business. Following an executive summary and introduction to the report, day care services in Tennessee are described in terms of availability and type of day care, and the role of the state government. Then, each committee's recommendations are presented, along with general background information, findings, and supporting material. The specific agencies and groups responsible for the implementation of the recommendations are indicated in the appendices. Agency, department, and staff liaison to the task force are also listed in the appendices. (RH)
Recent reports have revealed that inequalities exist between males and females, racial minorities and whites, and rich and poor in accessibility to and use of computers. This study reviews the research in the field of computer-based education to determine the extent of and reasons for these inequities. The annotated research articles are arranged into five sections and within the sections, arranged chronologically. Section One consists of surveys and studies dealing with the availability of computers as related to school characteristics. Section Two focuses on differences in access to and use of computers as related to user characteristics. Section Three focuses on knowledge of computers as related to user characteristics. Section Four consists of surveys of attitudes toward computers as related to user characteristics. Section Five contains studies of computers used as related to teacher characteristics. A discussion and set of conclusions follow. It is recommended that (1) states develop equitable means of distributing educational resources; (2) low-income, minority, and female students be encouraged to use computers for computer science and programming; (3) low-income and minority students' knowledge and attitudes toward computers be researched; (4) subject areas other than mathematics use computers; (5) traditional computer classes be modified and offered as non-mathematics electives; (6) counselors, teachers and parents encourage females to take computer courses; and (7) computer environments emphasize cooperative work at computers for females. (APG)

The growth in enrollments of hearing-impaired students at colleges and universities indicates that the issue of accessibility is being addressed; however, it is not clear whether institutions have made adequate accommodations to meet the communicative and educational handicaps imposed by severe to profound hearing impairment. A survey was conducted of 95 programs serving hearing-impaired persons at the postsecondary level, to gather data on enrollment figures, graduation figures, and related information; and an algorithm was derived to estimate cohort survival rates. Attrition rates for deaf students were lowest for the group of postsecondary programs primarily offering diplomas and highest for those offering associate degrees. Overall, the attrition rate was estimated to be about 70 percent of an entering class of hearing-impaired students, which was an average of one-third higher than rates reported for a comparable group of hearing students. Social and educational isolation, or lack of integration into the educational community, is suggested as a cause of the high level of attrition of deaf college students. (Author/JDD)


Ecological case study methods were used in four early childhood special education (ECSE) screening programs to identify factors influencing outcomes of screening. Observations, interviews, file searches, and parent surveys were used to obtain multidimensional descriptions of ECSE programs, including outreach, screening, and referral practices. Two outcomes of screening were used as benchmarks for comparing programs: the percentage of eligible preschoolers screened (participation rate); and the percentage of screened children referred for further developmental assessment (referral rate). Results indicated that screening and referral practices varied considerably among programs, although few practices consistently influenced screening outcomes. Participation rates were clearly related to school district size and the accessibility of screening to the public. Referral rates were most obviously influenced by screening purposes, second-level referral decisions, separate speech/language referral criteria, and subjective judgment. Relationships among community agencies influenced both participation and referral rates. Considerations and guidelines are presented for evaluation and improvement of ECSE screening programs. (Author)


The directory is intended to provide a selection of resources addressing major areas of interest in postsecondary education for the handicapped. General resources, such as the American Coalition of Citizens with Disabilities, are listed and briefly summarized, followed by resources specific to the following disabilities: cross-functional disabilities, deaf-blind, hearing impairments, learning disabilities, mobility impairments, and vision impairments. Subsequent sections focus on nine areas: (1) architectural accessibility, (2) program accessibility, (3) career preparation, (4) employment, (5) technological devices, (6) independent living, (7) legal resources, (8) directories, and (9) toll-free telephone services. It is explained that agencies listed can respond individually to questions and provide published materials. (CL)


Libraries in distance education universities such as Athabasca University in Alberta, Canada, are faced with special difficulties when seeking ways to reach out to their students to expand their understanding of libraries as information sources and provide them with the skills to tap library and other information sources. However, developments in communications and computer technology appear to provide some answers to the problem of bridging the distance gap in the areas of bibliographic instruction,
reference and information services, and document delivery. For example, video technology in the form of cassettes or discs would seem to offer the most viable means of bibliographic instruction at the present time. Possibilities for reference and information services include access to the library's online public access catalog (OPAC) via the student's home or office microcomputer or through regional offices and cooperating institutions. The provision of information services via telefaxsimile and electronic publishing is a further consideration, but impediments to the use of this option may exist in the forms of copyright issues, accessibility problems, and expense. Nevertheless, the electronic library is the natural form for distance education library services, and it is important to begin to prepare the groundwork for the use of new technological applications in library services. (Author/KM)


For the 1984-85 annual evaluation of the Adult and Continuing Education (ACE) Program, Gateway Technical Institute (GTI) elected to use the self-evaluation model developed by the Wisconsin state ACE Task Force. Students, instructors, administrators, program coordinators, and advisory committee members were surveyed to identify program strengths and the concerns of each group. Study findings, based on responses from 45.4% of the students (N=303), 69.9% of the instructors (N=51), 93.3% of the administrators (N=28), and 60.9% of the advisory committee members (N=28), included the following: (1) strengths identified by students and instructors were found among instruction and curriculum indicators; (2) administrators cited the sexual fairness of district publications, accessibility of programs and courses, and the ability to reach special groups as program strengths; (3) student concerns were concentrated on facilities, the registration process, and the adequacy of course selection; (4) instructors indicated emergency preparation, course content consultation, and supervisor evaluation as their concerns; and (5) administrators were concerned primarily with the lack of an ACE marketing plan. In addition to the self-study, the ACE's annual evaluation looked at economic development activities and direct services to business and industry, as well as at traditional evaluation criteria of student demographics, course offerings, and enrollments. Data tables and the survey instruments are included. (EJV)


The transcript is provided of an oversight hearing on interagency cooperation in special education. Programs, problems, and achievements
in the state of Pennsylvania are reported by professionals representing community mental health, public education, community agencies and associations, and child care institutions. Problem areas cited include program funding costs and sources, the role of the federal government, duplication of services by agencies, inconsistencies in interagency agreements and definitions, and uneven compliance with state plans. Accomplishments include a child count, establishment of a statewide parent network, and identification of gaps in services and ways of sharing services to address unmet needs. Among a number of recommendations are the following: (1) review present interagency agreements to reduce inconsistencies; (2) encourage agencies to agree to accept existing documentation of handicaps; (3) retain the public school intermediate unit as coordinator of special education services and expand its role in inservice training; (4) provide state grant money to school districts wishing to increase building accessibility; (5) include all related agencies in Individualized Education Program conferences attended by parents. (JW)


Hearins on reauthorization of the Higher Education Act of 1965 consider the needs of the nontraditional student in higher education. Consideration is given to ways that student financial aid programs could better serve this student population (i.e., students may be over ages 18 to 22, may be minority group members or immigrants, part-timers, out of high school a while, possibly experienced in the world of work, and not necessarily seeking an educational credential). Recommendations include: increasing maximum awards for Pell grants; providing nontraditional students access first to grants and then to loans; targeting Supplemental Educational Opportunity Grants to students with exceptional financial need; expanding State Student Incentive Grants to provide special aid to adult learners over age 25; expanding the repayment period on student loans; and acknowledging the importance of child care in student grant and loan programs. H.R. 2111, a bill to amend the Higher Education Act of 1965, would increase accessibility for lower-income, nontraditional students by expanding the amount of affordable child care available to low-income college students. The bill would also provide stipends to students studying child care by arranging part-time employment in child care programs. The text of this bill is included. (SW)


The academic profession is discussed in 25 articles that cover: the current
status of the professoriate, the faculty culture and nature of the career, teaching/research roles, women and minority faculty, part-time and two-year college faculty, and faculty development/evaluation. The book is intended as a reader for students in graduate programs in higher education administration. Bibliographies on each of the topics presented are included. Titles and authors are as follows: "Stark Realities: The Academic Profession in the 1980s" (Phillip G. Altbach); "The Changing Social Origins of American Academics" (Seymour Martin Lipset, Everett C. Ladd, Jr.); "The Job Market for College Faculty" (Richard B. Freeman); "A Framework for Academic Careers" (D. W. Light, Jr., L. R. Marsden, T. C. Corl); "Personal History and Professional Career" (Marvin Freedman and Associates); "The Academic Career as a Developmental Process: Implications for Higher Education" (Roger G. Baldwin, Robert T. Blackburn); "The Academic Reward Structure in American Higher Education" (Howard P. Tuckman); "Faculty Culture" (Burton R. Clark); "Academic Freedom and Tenure: Statement of Principles, 1940.; "Tenure: A Summary, Explanation, and 'Defense'" (William Van Alstyne); "The Work Experience of American College Professors: Some Data and an Argument" (E. Ladd); "The Motivation to Teach" (James L. Bess); "Social-Psychological Accessibility and Faculty-Student Interaction beyond the Classroom" (Robert C. Wilson, Lynn Woods, Jerry G. Gaff); "The Superior College Teacher from the Students' View" (Kenneth A. Feldman); Research Note: Correlates of Faculty Publications" (R. Blackburn, Charles E. Behymer, David E. Hall); "Faculty Organization and Authority" (B. Clark); "Academics and Governance" (Logan Wilson); "From Assessing the Impact of Faculty Collective Bargaining" (J. Victor Baldridge, Frank R. Kemerer, Barbara Adams, Joyce Nahita, Caesar Naples, Sue Schlesinger, John A. Thompson); "In Between: The Community College Teacher" (Howard B. London); "Who is Part-Time in Academe?" (H. Tuckman); "Women and Minority Faculty" (Martin J. Finkelstein); "Faculty Development in a Time of Retrenchment" (Group for Human Development in Higher Education); "Are Instructional Improvement Programs Off-Target?" (R. Blackburn, Glenn R. Pellino, Alice Boberg, Colman O'Connell) "Faculty Development: The Institutional Side" (William Toombs); and "Goals and Procedures of Faculty Evaluation" (John A. Centra). (SW)


Changes in sexually transmitted disease (STD) rates among adolescents and young adults may depend on changes in sexual activity, accessibility of referral and treatment services, and education. To assess the knowledge and attitudes of college students toward various aspects of STD's, a 45-item Likert inventory focusing on symptoms, prevalence, causes, and personal responsibility related to STD's was administered to 843 college students at two midwestern universities. An analysis of the
data revealed that the average respondent was single, sexually active, 20.6 years of age, moderately religious, and had received minimal formalized sexuality education in secondary school. The results of the knowledge section indicated that significant differences existed between males and females, with females reporting more accurate information than males. Knowledge items dealing with pregnancy and syphilis, initial symptoms of STD's, and social class incidence of STD's were items which were most typically missed by male respondents. The results indicated that although the respondents recognized the magnitude of the problems surrounding STD’s, they had many misconceptions about the specific symptoms and effects of individual STD's. Religious preference, area of academic study, and sexual activity were not found to be significant response predictors. (Author/NRB)


Improved health care and family planning services, reduction in sociogeographic isolation, and increased economic development were found to be responsible for declining fertility rates in a rural Eastern Kentucky county during 1960-1980. Contemporary fertility patterns in an area historically exhibiting one of Appalachia’s highest fertility rates were found to be similar to patterns throughout the United States. Interviews with 407 married women under 45 years of age measured demographic factors, perception of availability/accessibility of family planning services, approval of birth control, family size preferences, knowledge and use of contraceptives, and effectiveness of fertility regulation. Results were compared by age group. Educational levels were found to decrease as age increased, employment increased with age, and family income was highest in the middle age group. Similarities were found among women in the three age groups in level of birth control approval and use and motivation toward family limitation. Differences were found in initial timing and method of contraceptive practice and effectiveness of fertility regulation. Younger women knew about and started using birth control at an earlier age, were more effective in fertility regulation, and more successful in achieving family size goals. Tables provide data on population and perceived availability of family planning services. (LFL)


This report is a demographic study of the United States education system from kindergarten through post-graduate education. Part 1 provides a briefing on the major demographic trends that form the framework of the analysis in terms of: (1) number of births in different groups; (2) rate of age increase in various groups due to varying birth rates; (3) changes in family status; (4) differences in educational needs by region; and (5) education, including educational supply and job demand, and the growing need for
day care and early childhood programs such as Head Start. Part 2 concerns the retention of students through the school system to high school graduation. Part 3 concerns the accessibility of college to different socioeconomic groups. Part 4 discusses retention of students through college graduation in the context of the number of years it takes students to reach that goal. Throughout, suggestions are offered on how to deal with the impact of increased minorities in the educational system and how best to structure curricula to better educate the population as a whole.


A questionnaire was designed to solicit Canadian provincial/territorial information on the costs of special education and the funding mechanisms used. Provincial and territorial representatives were also asked their opinions concerning recent and future trends in special education and the resulting impact on costs. In this resulting report, each province presents information about its financing methods, which are generally based on per pupil budget formulas, grants, and supplementary allocations. A chart compares 1983 provincial funding methods for special education in seven areas: basic funding, special funding, provincial schools, care/treatment facilities, transportation, capital costs, and other. Based on this information, the total costs of special education in Canada are derived. An analysis of the factors impacting on special education costs over the past 5 years shows increased costs due to mainstreaming, deinstitutionalization, and improved accessibility of educational opportunities for all children. Most representatives feel that costs will continue to increase as school boards respond to the growing demands of parental and advocacy groups for educational services for all children. The text is presented in both English and French. (JDD)


The purpose of this paper is to provide information about the current status of available programs, research findings related to quality programs, and issues surrounding programs for 4-year-old children. The paper is intended as a resource for multiple audiences, including decision makers, legislators, regulatory administrators, advocates, parents, and all those whose tasks relate to programs for 4-year-olds. In addition, the paper is an initial attempt to study the major issues related to such programs. The research review briefly describes compensatory programs for disadvantaged children; cites conclusions of a comparison of four types of programs; describes some state and district-wide programs in Maryland, New York, South Carolina, and the District of Columbia;
summarizes results of a national survey of educators’ views about the expansion of early childhood education; and reports policy statements of the Educational Policies Commission and NAEYC regarding the expansion of programs. Existing programs for 4-year-olds in Maryland are described. The discussion of issues focuses on program quality, availability and accessibility, curriculum, training, parent role, regulations, the impact of early education on existing programs, and the dissemination and exchange of information among educators of 4-year-olds. Recommendations of the Maryland Committee for Children concerning program quality, availability and accessibility, and future research are provided along with citations of selected references. (RH)


The reference circular lists sources of audiovisual materials on handicapping conditions with separate sections on adults and children. The materials, which include films, videocassettes, and slides address such adult-related topics as accessibility, arthritis, attitudes toward disabled persons, communication, deafness, mainstreaming, employment, learning disabilities, independent living, personal narratives regarding physical disabilities, recreation and outdoor sports, and sexuality. The children’s section is considerably shorter, with references on 11 topics. Each of the listings is then described in a final section in terms of media type, availability, and subject. (CL)


A questionnaire administered in 1986 to 87 graduate students, of whom 97% were currently teaching, elicited data on six aspects of teachers’ attitudes toward computers: (1) computer anxiety; (2) instructional use of computers; (3) computer usage and accessibility; (4) use of computers by students; (5) educators’ level of computer training and competence; and (6) educators’ needs for training. Analysis of the responses indicated that the subjects no longer view computers as a threat to their jobs; half of the respondents believed computers should be used in all subject areas and that teaching computer literacy is the responsibility of teachers on all grade levels, but more than half of them indicated a preference for traditional teaching methods; many of the respondents felt that students enjoy using computers and should have more access to them, but only a third of them believed that students learn faster on computers; many respondents reported having received some inservice or formal training on computers, but felt that they maintained a low level of computer competence and that all teachers should be trained for computer usage. It was concluded that teachers need to understand that computers have the
potential to assist in the teaching/learning process and be provided with both opportunities to acquire appropriate computer skills, and reasonable access to adequate computer facilities. Six references are listed and survey data are displayed in six tables. (MES)

This booklet is produced by the National Catholic Educational Association (NCEA) for sponsors of programs that prepare people for the principalship of Catholic schools: archdioceses and dioceses, colleges and universities, and religious orders. After a brief introduction that describes recent changes in the ecclesiastical and organizational context of the Catholic school principalship, the first chapter recommends procedures for use in recruiting qualified program applicants and provides a list of required qualities and competencies. It also suggests procedures for screening and assessing qualified applicants, interviewing them, and making a decision. The second chapter lists curricular topics and NCEA resources for a Catholic principals' training program, and discusses various approaches to teaching and learning. The third chapter presents a policy and design for evaluation of both the candidate and the training program itself. The conclusion briefly discusses five additional items of concern for sponsors of a Catholic principals' preparation program: record keeping, resources (both material and human), participant recognition, participant placement, and geographical and financial accessibility. An appendix lists graduate programs in private/Catholic school administration at Catholic colleges and universities. (TE)

The history of the community colleges in New York is traced from their establishment in 1948 to the present. Following introductory comments on the scope of the paper, a discussion is provided of early efforts to expand educational opportunities in New York, including the Peoples College, normal schools and vocational farm schools, and a 5-year experiment with 22 Emergency Collegiate Centers. The next section focuses on the educational climate, and needs and demands that led to the legislation establishing the community colleges in 1948. The establishment and growth of the state's community colleges are considered next, from the system's slow beginnings to its explosive growth in the 1950's and 1960's. This section indicates that by 1960, 18 community colleges existed, making strides toward the goal of placing "every high school graduate in the state within commuting distance of a two-year college." The final section highlights the problems that resulted from this rapid growth (i.e., accessibility for all students, program quality, and increased need for fiscal support), explaining how these conditions led to an expanded community
college mission and a closer alignment with the State University of New
York. Concluding comments stress that although New York was the last
state to establish a statewide community college system, it is currently one
of only five states to enroll more than 250,000 students, a success created
in part by accessibility for non-traditional students and recent high school
graduates, matched by the quality of the faculty and of programs designed
to meet the diverse educational needs of the state's population. (EJV)

Annual Equal Postsecondary Educational Opportunity Status Report for the
The 1983-1984 report on the postsecondary desegregation progress in
Maryland is presented. The goals of the 1980 plan, the status of
attainment of the goals, and recommended corrective action are indicated.
The goals concern the following areas: undergraduate accessibility;
graduate/first professional accessibility; enrollment in fields where blacks
are underrepresented; undergraduate retention; student financial aid; the
employment of administrators, faculty, and professional employees;
enhancement of historically black institutions; governing boards; and
evaluation and implementation. For nine state institutions, a chart provides
information on goals and recommendations, current activities, and
proposed activities. For the state as a whole, data are presented on
enrollments, degrees granted, employment, and governing boards.
Enrollment data are provided for 1979, 1980, and 1984 and for the
enrollment of black students in the state's 31 public postsecondary
institutions. Degrees awarded by field and the proportion of black students
are reported for 1979-1980 and 1983-1984. Employment data are
provided for 1979 and 1984. Appended is a copy of the Equal Educational
Opportunity Annual Institutional Report, which is completed by each
campus. (SW)

Ways in which the National Center for Education Statistics (NCES) might
reorient its activities to assist educational policy makers in making
informed decisions are discussed. The first section discusses public
school education as an investment. The outcomes of education should be
followed as students enter the work force, at the local and federal level.
Little is known about the link between education and our national
economic status. A high quality database, building on the High School and
Beyond study, should also track students through alternative educational
programs. The second section addresses the level of aggregation of data,
which should be based on its relevance for policy making, rather than
convenience of data collection. NCES should provide reliable data on
individual achievement and economic performance over time, school
productivity, and regional economic returns on educational investments. In
following the economic return, both individual income and payment of property tax are relevant. The third section encourages federal and regional databases, and suggests standards for NCES data collection: parsimony, accuracy, comparability, timeliness, and accessibility. A list of references is included. (GDC)

This Plan of Action is the seventh in a series of such plans for the development of Cowley County Community College and Area Vocational-Technical School. Part I describes the history and mission of the college, focusing on changes at the college since its establishment in 1922, its location and service area, institutional mission, and educational program. In an effort to ensure that the long-range plans of the college are consistent with local economic and demographic conditions, part II analyzes trends in the areas of population growth and characteristics, size of high school graduating classes, and college enrollments and programs. In addition, projections are made regarding job opportunities, enrollment, college staffing, budget, and facilities. Part III examines the college's 10 major goals and reviews its principal resources and assets (e.g., diversity of programs, administrative leadership, well-planned facilities and equipment, excellent staff-student relations, and well-qualified faculty). Part IV explains the college's assumptions for planning, the definitions employed in the planning process, and the institution's needs and objectives related to college community services, student life, student recruitment, program planning, program accessibility, educational support services, staff development, college identity, performing groups, and utilization of resources. Finally, a plan of action chart is presented, detailing objectives, and indicating the priority, responsible party, and schedule for each objective. (LAL)

Results of the 1984 North Carolina Higher Education Facilities Inventory and Utilization Study are presented. Tabular data and narratives appear under four headings: utilization of instructional space, interior space characteristics, building characteristics, and accessibility of facilities to the mobility impaired. Statistics for private institutions are shown by group (major research universities, general baccalaureate colleges, and junior colleges), while individual state college data are provided. Information is included on: capacity/enrollment ratio, average weekly room hours of instruction in classrooms and class laboratories, and average weekly use of student stations in classrooms and class laboratories. Interior space characteristics and accessibility for the mobility impaired are covered for the following subprograms: instruction, research, and public service;
academic support; student services and physical plant operations; and institutional administration and independent operations. Additional information covers: building ownership, capital investment for residential and nonresidential buildings, the condition of buildings, and estimated cost to renovate or replace buildings. An institutional index is included. (SW)


This report presents the findings of a year-long investigation of historical records conditions and needs conducted by the Oklahoma Historical Advisory Board (OHRAB), a 12-member board appointed by the Governor to provide leadership and planning for the protection and use of the state's documentary heritage. Viewing the Oklahoma project as one component in a continuing cooperative process to ensure the preservation and accessibility of Oklahoma's historical records of enduring value, OHRAB designed the study to define issues, concerns, and specific problems in four general areas of historical documentation: state government records; local government records; nongovernmental records located in manuscript repositories, museums, libraries, and historical societies; and issues of statewide interest such as preservation, education, training, advisory and assistance services, and program coordination. The study identifies long and short term programs and services to address the recognized needs: specific actions required to implement these programs and services; and responsible parties among Oklahoma organizations and institutions for initiating these actions. Lengthy questionnaires were used to gain general information on conditions and needs from documentary resource custodians for each of the first three study areas. Task forces evaluated the questionnaire responses and six public meetings were held to hear the concerns and ideas of citizens, records custodians, and government officials. The survey questionnaires, the task force/study committee reports, a functional chart of the Oklahoma Department of Libraries, and various additional study reports are appended. (EW)


In spring 1985, Howard Community College conducted a study to evaluate its performance of services for fiscal year 1985. All members of the faculty and management of the college were asked to complete a 153-item questionnaire arranged in 28 service areas. Questionnaires were completed by 25 faculty members (51% of total faculty), 30 management team members (73%), and 38 support staff members (46%), for an overall response rate of 54%. The overall mean rating for the college for all services in all job categories was 3.53, with 3 indicating a satisfactory rating. In all, only 12 individual survey items had a mean rating below 3.0 (i.e., sound fiscal management, accessibility of the president,
encouragement of participatory decision-making by the president, provision of research assistance by the office of institutional research, institutional planning systems, management by objectives system, management information systems, faculty evaluation system, student evaluation, Professional Development Center utility, financial aid services coordination, and co-curricular activities). Conversely, 31 items and four service areas (i.e., Continuing Education, the Learning Resources Center, General Services, and Business Services) had a mean rating above 4.0 ("good"). The evaluation report includes tables showing for each service area and questionnaire item mean scores, number of respondents in each job category, frequency counts, and overall mean scores. (AYC)

Samuels, F. (1985). A Creative Partnership for the Community College and Business and Industry in Occupational Upgrading and Retraining. Wisconsin: 25. Major issues involved in developing a partnership between community colleges and business and industry for occupational upgrading and retraining are discussed in this paper. After introductory comments highlight the importance of economic renewal for America in the coming decades and the role of retraining and upgrading of the work force in that process, the rise of education and training efforts by business, industry, and sectors other than collegiate institutions is considered. The current educational role of corporations and the fact that 72% of the 64 million participants in postsecondary education are learning through non-school organizations are stressed. The following section outlines factors influencing collaboration between colleges and business and industry, including the increased skill requirements that have resulted from technological change. Next, the potential role of the community college in responding to business/industry needs is emphasized in the areas of: (1) remedial and pre-entry level training; (2) entry-level training; (3) critical skill training; (4) skill upgrading and retraining; and (5) displaced worker training. Then, ways of strengthening the relationship between community colleges and business/industry are presented, focusing on the accessibility, cost effectiveness, and quality of community college programs and the benefits of improved cooperation. (HB)

Scheiber, B. and J. Talpers (1985). Campus Access for Learning Disabled Students. A Comprehensive Guide. Pennsylvania: 200. A guide to help learning disabled students achieve access to postsecondary campuses and to help campuses make accessibility a reality is presented. An explanation is offered of learning disabilities and the diagnostic processes used to determine the specific disabilities. Postsecondary options and selecting the appropriate institution are addressed, along with how to achieve campus access through academic advising, accommodations, study skills and personal adjustment. Guidelines are provided for evaluating the student's potential, ability, interests, goals, talents, and independent living skills. To help in choosing
a school, information is provided about levels of support services, types of colleges and technical schools, and additional options, such as job training and adult education programs, independent living centers, and vocational rehabilitation programs. Additional topics include: the admissions process, college entrance exams, learning aids, alternative ways to fulfill course requirements, tutoring, time management, reading comprehension, listening and notetaking, writing, and classroom techniques. Information is provided on numerous resource organizations and additional publications, and suggestions for starting postsecondary programs for learning disabled students are included. (SW)


Practical information on children with muscular dystrophy is intended to help parents and teachers facilitate their inclusion in mainstreamed classrooms. Major topics addressed include the following: transportation arrangements; providing full information to the teacher regarding the child's specific abilities and physical limitations; accessibility within the physical school environment; adaptive equipment, lifting, and managing a wheelchair; the role of the teacher in promoting social adjustment and positive peer relationships; individualized physical education; tutoring services during extended school absences; and career guidance. Names and addresses of organizational resources and publications are included. (JW)


A program developed at Hunter College of the City University of New York is designed to help handicapped students make a successful transition from school to work. The program provides students with unsubsidized short-term employment in the business sector and allows them to develop appropriate work habits and skills. Six program components are discussed: (1) assessment, (2) job preparation (environmental factors, work site accessibility, and interview skills); (3) job development and placement; (4) followup (post-placement services on individual and group basis); (5) counseling and resource linkage; and (6) life skills seminars (monthly meetings to address life skills issues such as money management, computers, fitness and stress management). Examples of two students who participated in the program are cited. (CL)


The report presents an analysis of the size and composition of the school age handicapped population, the numbers and types of teachers providing education to them, the settings and accessibility of school facilities, and
the levels of federal funding. The report notes the lack of available data on many national issues. Among major findings discussed are a growth of 15% in number of handicapped children receiving special education services from the 1976-77 to the 1982-83 school year; a dramatic growth in the number of children classified with learning disabilities; an increase of 31% in special education teachers from 1976-77 to 1981-82; the preponderance of integration in regular classes by speech impaired and learning disabled students; significant increases in school physical accessibility; an increase of 145% (adjusted for inflation) in federal grants for special education from 1977 to 1983; and higher proportions of males than females in classes for learning disabled students. (CL)


This project was conducted to upgrade Seattle Central Community College's four-quarter respiratory care program to a two-year associate degree program in respiratory therapy. The program needed to include a developmental pathway for entry of nontraditional students and also a college-level prerequisite entry pathway for traditional students. In developing the core curriculum, the following major sources of information were used: (1) the Joint Review Committee for Respiratory Care Education (JRCRTE), which also accredits these programs; the National Board for Respiratory Care composite examination matrix for their entry-level and advanced practitioner credentialing examinations; and (3) interviews and discussion with the Respiratory Technician Advisory Board and other leaders in respiratory care. The result of this project is an associate-degree level respiratory care curriculum that addresses two concerns: first, accessibility and successful completion of the program to and by nontraditional students who lack sufficient academic background, and second, the local health industry's demand for qualified entry-level practitioners in respiratory care. The curriculum plan uses lecture/discussions, laboratory experiences, and clinical settings. Along with traditional audiovisual materials used in allied health education, the program incorporates computer-assisted instruction modules into both the lecture and laboratory portions of the curriculum. This curriculum will make health careers available to a much larger segment of the college's student population and enable them to compete more effectively in the job market. (Program descriptions and course outlines are included in this report.) (KC)


A network to facilitate research on postsecondary education in Canada is advocated by the Canadian Society for the Study of Higher Education. The network will link centers of specialization and individual researchers,
and will use information technology to produce and disseminate research findings and to enhance communications. The network will contribute to the national objectives of federal programs that support postsecondary education, including accessibility, opportunity, mobility, employability, and official languages. Microcomputer conferencing will link scholars, researchers, and practitioners. Network programs will include monographs and discussion papers series, symposia, an electronic notice board, joint projects with other countries, and occasional feasibility studies. As a research organization, the network will have an independent board of directors and a small administrative staff in Ottawa to coordinate research activities conducted nationwide. Technical aspects of the network, including system and terminal requirements and cost estimates, are summarized. Also included are statements of the objectives of federal programs supporting postsecondary education, a list of possible monographs, and a description of the background of the proposal and recommendations of higher education groups. The April 26, 1985, announcement of the establishment of the Canadian Higher Education Research Network (CHERN) is attached. (SW)


The accessibility of higher education to women and minorities was studied, with a focus on the University of California, Berkeley. Information was also obtained on the University of California system, the California State University system, and the community college system. In order to provide comparative information for Quebec, Canada, access of women to the Universite Laval was also assessed. Research questions included: Which minority groups have gained the most from higher education? Have women belonging to minority ethnic groups made the same gains as their male counterparts? Have white women made higher gains than white men? Have women of other minority ethnic groups made higher gains than minority ethnic men? To which socioeconomic strata do minority ethnic groups belong? Additional information on the access of women and minorities to higher education included: the types of institutions attended, the levels of study being pursued, and degrees conferred. The following ethnic groups were considered: American Indian, Asian, Filipino, Black, Hispanic, and White. Institutional factors that appear to restrict access to higher education for women and minority ethnic groups are identified. (SW)

This hearing was held in response to a request from the Congressional Black Caucus, which asked the subcommittees to find out if the Department of Health and Human Services (HHS) was doing everything possible to reduce infant mortality, especially the high death rate experienced by Blacks. The hearing opened with statements by both subcommittee chairmen, after which congressional Representatives and the chief of Maternal and Child Health, Michigan Department of Public Health testified to the benefits of various maternal and child programs and the effects of federal and state funding cuts on these programs. The assistant secretary for HHS discussed current programs and stated that more research was necessary to find out the causes of the discrepancy between Black and White mortality rates. Questions to him focused on planned merging of existing programs into block grants and subsequent loss of funds, the possibilities for increasing the accessibility of health services and nutrition programs, coordinating research efforts with the Public Health Service, and problems in receiving information from his agency. Representatives from the Children's Defense Fund, the Food Research and Action Center, Public Advocates, Inc., and Satellite Clinic, Harlem Hospital also testified. Material submitted for the record was from organizations which gave oral testimony and from the American College of Nurse-Midwives, the Harvard School of Public Health, and the Mexican American Legal Defence and Educational Fund. (CB)

The text of this hearing begins with statements about the scope of interest, functions, and goals of the newly formed Select Committee on Children, Youth, and Families. Testimony then focuses on demographic and economic trends influencing family composition and incomes in the recent past, trends in federal spending for children and their families, and the future outlook. Subsequent statements by Dr. T. Berry Brazelton stress the need for preventive interventions, as opposed to therapeutic efforts, in the area of infant development. These remarks are followed by testimony concerning the role of education in a learning society, problems faced by American families, and recommendations to the committee. The testimony of children brought to Washington, D.C., by Save the Children is next included. Additionally presented are an examination of economic consequences of the change in the composition of the American family; a discussion of research indicating the importance of parents' physical and emotional accessibility for the emotional health of children; personal reflections on the importance of the traditional family in producing offspring with right character, on distortions of the ideal of equality, and on
implications for public policy; and a brief overview of problems associated
with government interventions. Included in the report are 25 tables and
figures concerning economic and family conditions and an article
examining marriage and divorce statistics. Letters written by children to
the President are appended. (RH)

Council of Ontario Universities Toronto.[BBB06876] (1984). Continuity and
Renewal: The Demands of Excellence. A Response to the Discussion Paper of
The Commission on the Future Development of the Universities of Ontario.
Canada Ontario: 215.
The nature and objectives of Ontario universities are summarized. Attention is directed to issues of quality, accessibility, adaptability, system
balance, funding, and planning and coordination. It is claimed that the
quality of undergraduate programs, including some professional programs,
has substantially declined. Declining quality is evident in such areas as the
universities’ deteriorating physical plants, the student/faculty ratio, and the
library collections. To promote access to education, enrollment planning
must continue as a major priority. Financial constraints limit Ontario
universities’ adaptation to changing circumstances. Creation of an
incentive fund could help in hiring new teachers and in enhancing
adaptability to new discipline needs and new teaching modes, among
other developments. While greater differentiation and coordination may
enhance effectiveness, such measures cannot be expected to solve
problems created by inadequate funding. Funding options are considered,
along with advantages and disadvantages of eight options outlined by the
Commission on the Future Development of the Universities of Ontario.
Appendices provide information on graduate study, distance education,
enrollment trends, faculty retirement, capital grants, and private financial
support. (SW)

Accessibility to a college education in Ontario, Canada, was assessed by
studying the pattern of acceptances and rejections of various choices
made by unregistered college applicants. Study concerns included: total
offers to programs of choice from any college and from an Ontario college
only; offers by institution type and program type for first three choices
made; and main reasons why respondents did not attend college. Findings
include the following: about 25 percent of the respondents did not receive
any offers to a program of their choice from an Ontario university; about
15 percent did not receive any offers from an Ontario university;
respondents choosing Ontario university programs in the applied sciences
and the arts had the highest acceptance rates; respondents choosing
programs in the applied health field had the lowest acceptance rate; just
over 25 percent of the respondents did not attend any postsecondary
institution in 1983; respondents who did not receive any offers to a
program of their choice from an Ontario university were overrepresented
in their choice of highly competitive programs such as engineering and nursing; and almost half of the respondents applied to Ontario universities only. Appended are study questionnaires, information on the research design, and a response coding manual. (SW)


Composition theory accounts of coherence have tended to look at relationships within the text rather than at those between the text and the real world. In fact, empirical evidence suggests that the relationships between the text and the real world may be just as important for coherence. Forty-eight short papers were selected at random from those written for the English composition test at the University of British Columbia. The papers were rated by four trained readers on coherence factors such as flow, organization, and the accessibility of the main point. The papers were then subjected to analysis for t-unit topics to determine which of them were related to a previous sentence element, either topic or comment, and which were not. The percentage of topics having no linguistic relationship to an element was determined and correlated with total scores. Results indicated that coherence judgments by readers did not depend on a greater number of linguistic relationships among topics, but seemed to depend on messages with deictic anchors, or referents that direct the reader's attention to specific points in time and space. (CRH)


Designed to coordinate teacher-developed materials in computer literacy, this resource unit is composed of several sections. The first, "Planning for Computer Instruction," provides an outline for developing a school-level computer task force, management procedures for computer labs, and sample student survey forms. The remaining sections provide sample activities for classroom use within the major topics of "Getting Started," "LOGO," "Word Processing," and "BASIC." Each sample activity includes suggestions and guidelines for teachers on: (1) appropriate grade levels; (2) performance expectations; (3) curriculum areas; (4) prerequisites; (5) materials, including hardware, software, and supporting peripherals; (6) classroom management; (7) teacher preparation; (8) pre-computer activities; (9) hands-on activities; and (10) follow-up enrichment activities. The materials reflect the teacher-developer's own environment; variables include size of school, characteristics of student population, accessibility to microcomputers, and teaching style. Supporting materials include a computer literacy software list with notations of grade level, price, and publisher; recommended periodicals for teachers; computer books for students; teacher references; and local resources on computer education. Also included is a table showing the sizes of microcomputer keyboards.
This paper presents findings from a study of teachers' and principals' testing practices. The research included a nation-wide survey, exploratory fieldwork in preparation for the survey, and a case study inquiry on testing costs. Teachers and principals share misgivings with some of the research community about the appropriateness of required tests for some students, and about their quality and equity. Teachers seem to use test results temperately—as one of many sources of information. As a result of required testing, more time is spent in teaching basic skills and less attention can be paid to other subject areas. The survey also suggests that those in the education and testing communities have paid far too little attention to the matter of teachers' assessment skills. Teachers essentially receive neither training nor any kind of supervision nor any supporting resources in the development of their own tests. Given their frequency and importance at the elementary school level, the findings also suggest curriculum-embedded testing as another neglected area of inquiry. Finally, formal measures should have three important qualities: a close match to curriculum, immediate availability and accessibility, and feelings of ownership. (BW)

The two papers in this document on social science libraries were presented at the 1984 IFLA general conference. In "Library and Continuing Education with Implications for Developing Countries: A Research Essay," David R. Bender (United States) examines factors impacting upon the skills necessary for effective librarianship in the social sciences, and the role these factors have in shaping library school curricula and continuing education programs. Among the factors identified are new technologies and changing user needs. The paper also discusses a recent study by King Research, "Library Human Resources: A Study of Supply and Demand," that reflects the magnitude of change in the employment of librarians projected through 1990 within the United States. In "The Provision of Social Science Literature and Information Services in Kenya: Availability, Accessibility, Future Prospects and Problems," J. F. Lilech (Kenya) provides an exposition of Kenya's need for social science information as an indispensable domestic resource to be mobilized by planners, policy-makers, and managers. The national need for library and information services is emphasized with references to the Current Development Plan, 1984-1988. (THC)

This survey involved a representative sample of 1,046 adults who were interviewed, and a special sample of corporate executives (127) who responded to a mailed questionnaire. Chapter 1 presents findings on the Ontario public's general assessments of the quality of high school education and their dispositions toward public expenditures on various levels and types of education. In Chapter 2, views on the accessibility of services and equality of opportunity in education are examined, with special attention to dimensions of university restructuring. Chapter 3, on educational decision making, deals with public preferences about who should have most control over major activities at the high school level. Chapter 4 examines the public's curriculum priorities for Ontario high schools, both in terms of general objectives and specific required subjects. In Chapter 5, opinions on several aspects of the relationship between schooling and employment are summarized. The final chapter looks at participation in, and support for, the public funding of various types of adult education. Appendices include information on the survey procedures and population, and the survey questionnaire. (JD)

To provide those involved with education with a clear sense of public attitudes on some major educational issues, 1,013 telephone interviews were conducted in Manitoba in January 1984. This report provides results of the survey together with an analysis of their significance. The questions asked were divided into five major categories: (1) quality of education, (2) funding of education, (3) special programs, (4) public involvement, and (5) postsecondary accessibility and continuing education. Responses were analyzed by age, gender, place of residence (Winnipeg/other), level of education, and presence of students in the household. Where present, significant differences in responses for these subgroups are noted in the report. Findings of the survey showed that: (1) Public perceptions of the quality of education are neither so positive as to be comfortable nor so negative as to be alarming; with the exception of high school, where concern is stronger, there is qualified support for educational equality; (2) Education is seen as reasonably well funded with no public support for increased spending; (3) Strong public support for new initiatives in the areas of Heritage Language and sex education and support for programs for special needs students; (4) Strong support for increased public involvement in education; and (5) Most Manitobans believe that accessibility to postsecondary education is good; there is a large demand for adult education especially from the most affluent and educated. (A brief summary in both French and English is included.) (MLF)

Educational Practice. Missouri: 14.

Three factors tend to remove classroom teachers from any direct benefits from formal research: (1) the difficulty of replicating the exact circumstances of the study in the classroom; (2) the scarcity of research which claims to show a "significant difference"; and (3) the complexity of reporting, in formal research journals and reports, which tends to intimidate individuals who lack needed interpretation skills. This paper examines these problems and proposes an approach to dealing with the problems of generalizability of research findings and accessibility of research evidence. It is suggested that laboratory schools are appropriate sites under which to undertake research that can obtain causal evidence of the success or failure of new hypotheses which are directly applicable to the real circumstances of the classroom. It is also suggested that colleges of education maintain a constant emphasis upon the value of the teacher's remaining in touch with current research. (JD)


Combining and integrating the results of two separate research projects concerned with leisure time participation, this report compared southern and non-southern involvement in arts-related activities. Findings indicated that, while some regional differences do exist, they are not great. The desire to increase arts-related activities is not as strong as the desire to increase less focused leisure activities, but there appears to be a strong unmet demand for increased opportunities to participate in arts-related programs, including both visual and performing arts. While southerners cite cost and accessibility as barriers to participation, non-southerners mention lack of time. Achieved educational levels and prior exposure to the arts are significantly related to arts participation rates. Singing in a chorus is the activity in which southerners are most clearly differentiated from the non-southern population in terms of greater participation and demand. Lack of talent was cited by southerners as a reason for non-participation in contrast to non-southerners' response of lack of training. Leisure pursuits of most southerners are not related to the type of work they do. While the best predictor of current levels of participation is prior participation, this factor was not confirmed with respect to the desire to increase participation in the future. Seven tables and 24 figures are included. (JHP)


Designed to assist educators in selecting a computer network, this paper contains a listing and description of seven networks that currently exist specifically for educators, and compares the quality of their services in the areas of accessibility, responsiveness, cost, text editing, humanization, guidance and documentation, control, forgiveness and recovery (user
receives a second chance before making a mistake), and additional specialized features. The networks discussed are: The Rural School House, a bulletin board operated by, and for, the Cheyenne Wells School District; Old Colorado City Electronic Cottage; Education 80; Special Net; CONFER; DIALOG/Knowledge Index; and the Educational Research Forum. Also provided is information on accessing each of the networks, including the equipment needed. Special attention is given to the Educational Research Forum (the Forum) on CompuServe and its three basic parts: a conference area, message capacity, and databases. (JB)

The Ysleta Schools Vocational Equity Project was implemented to develop and test methods to link education and industry in preparing students for nontraditional jobs. Both factual and attitudinal data were collected from educators, students, employers, and employees to accomplish the following project objectives: identify successful role models to link with students to provide first-hand experience and encouragement in nontraditional jobs, provide accessibility to new methods of recruitment in vocational jobs, improve student recruitment for nontraditional jobs, prepare strategies for equal access to vocational education programs, develop methods for making industry aware of qualified students who are interested in nontraditional jobs, and link education and industry in a community effort to enhance students' aspirations and opportunities for employment in nontraditional fields. The following were among the activities and products developed during the project: instructional units for students and teachers, a media campaign to increase awareness of nontraditional workers, an equal access strategies guidebook, a nontraditional role model index, a middle school career program entitled "Futures Week," a mentor-protege program, and a poster set dealing with nontraditional workers. (Appendixes to this project report include sample interview guides and evaluation summaries by project participants.) (Author/MN)

Sri Lanka's primary education program is described in this study. Chapter One discusses the present system of education, providing a brief history of the development of the educational system, a discussion of legal provisions concerning education, an overview of the school structure, as well as discussions of educational administration, teacher training and curriculum development, and educational finance. Chapter Two explores the accessibility of education, giving particular attention to disadvantaged sections of the population. Chapter Three discusses the national policy
and plan for universal primary education. Implications of universal primary education concerning teacher supply and facilities are pointed out. Chapter Four reports significant developments, such as the development of management capabilities for principals of schools, clustering of schools, replacement of education circuits with school zones, multi-zone management and supervision, national assessments of education progress, implementation of literacy centers, quality improvement in primary education, initiatives of the National Institute of Education, and use of computers for data processing and program control. (RH)


After examining the impact of changing technology on postsecondary instruction and on the tools needed for instruction, this report analyzes the status and offers recommendations concerning the future of instructional computing at Vancouver Community College (VCC) in British Columbia. Section I focuses on the use of computers in community college instruction, looking at changes in occupational instruction, the background of these changes, the impact and use of computers in colleges, and the instructional use of computers. The current status of instructional computing at VCC is addressed in section II, while section III offers observations concerning the provision of computer-related training, computer applications training, computer literacy training, computer-assisted learning, and courses on the computer as a tool. Finally, a series of recommendations are presented for the further introduction of instructional computing at VCC, covering areas such as instructional objectives and computing; curriculum development and delivery; planning for instructional computing development; accessibility, security and communications; organization in support of instructional computing; and equipping, maintaining and financing instructional computing. Inventories of computing requirements and an instructional computing survey instrument are appended. (LAL)


THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Video visual aids are Closed Circuit TV systems (CCTV’s) which magnify print and enlarge it electronically upon a screen so partially sighted persons with some residual vision can read and write normal size print. These devices are in use around the world in homes, schools, industries and libraries, enabling legally blind or low vision users to make use of their remaining eyesight. In classrooms, visually impaired students are exposed to a variety of learning aids including voice output machines and braille printed materials. In addition, technology has added the electronic print
magnification device that whenever possible the partially sighted can function like the fully sighted: by using their eyes. MICROCOMPUTERS FOR THE PARTIALLY SIGHTED: The widespread, increasing use of microcomputers in education highlighted the need for computer accessibility for low vision students. Until recently, voice output or braille readout were the only media available for those unable to read the characters on a standard VDT--video display terminal. Recognizing the enormous use of Apple II computers in schools, our research and development produced the DP-10: a Large Print Display Processor which enlarges the computer's display of information up to 16 times. More importantly, the DP-10 changes the dot matrix display into clear, solid, high contrast characters which are very easy to read. USES OF THE APPLE COMPATIBLE DP-10: The DP-10 operates as a peripheral device; it plugs into the Apple II, II+ or IIe and automatically, without operator programming, enlarges the print display. No software is required and all software usually produced for the Apple line can be used by the partially sighted user. Educators who have APPLE computers do not need to purchase a new special unit for their low vision students. BENEFITS OF THE DP-10 FOR THE VISUALLY IMPAIRED STUDENT: The DP-10 is an adaptive device. It permits the legally blind user to learn word processing, accounting, managing techniques, and theory, or whatever he or she wishes to learn. Variable size letters are available at the turn of a dial so the user can individualize the display to accommodate his eye condition. (Author)


Learning by television is not a new phenomenon and, as an educational medium, it has gone through some severe growing pains. Unfortunately, while advances in technologies (cable, home recorders, satellites, teleconferencing) have contributed to an increase in the number of telecourses since the mid-1970s, faculty are often unprepared to teach these courses, and the institutions involved may be inadequate or unwilling to support their efforts. The use of telecourses to present instruction has many advantages and disadvantages. The strengths of telecourses include: (1) provision of broader student accessibility to educational opportunities; (2) potential for attracting additional students and income for participating institutions; (3) possible award by cable companies of a public or educational access channel, which permits greater exposure to the telecourses available; (4) copies of taped materials can be made available to students for review; and (5) more information can be disseminated to students in less time via telecourses than in regular classes. The weaknesses include: (1) lack of continuing contact and interaction between the instructor and the student; (2) the facilitation of student drop-out; (3) some courses are technically aesthetic but lacking in substance; (4) little or no opportunity for questions and
feedback; (5) textbooks are often not written for the telecourse; (6) students who register late may not receive course information on time; and (7) problems with scheduling examinations. It is recommended that institutions treat telecourses as viable alternatives to the traditional classroom situation, and that they initiate or modify certain important practices to ensure the success of such courses. (JB)


Conditions in higher education in Michigan and the role of the Governor's Commission on the Future of Higher Education in Michigan are highlighted. The average college tuition rate in Michigan is the highest in the nation, and a critical maintenance and equipment problem exists. The Commission is composed of knowledgeable persons without vested interests in higher education; more than half are graduates of Michigan colleges and universities. The Commission will seek input from every segment of the educational community in the following key areas: students, faculty, trustees, legislators, administrators, labor specialists, and corporate and philanthropic leaders. In beginning its study, the Commission reviewed previous reports that had been completed in the state during 1958-1980. Five basic concerns framed the current report: improving the quality of higher education, increasing the accessibility and affordability of higher education, maintaining diversity and reducing unnecessary duplication, defining the role of colleges in promoting the state's economic revitalization, and defining and supporting the roles of different types of institutions. Areas of assessment include: instruction, research, access, school-business cooperation and economic development, and financial support for higher education. (SW)


Social implications of distance education at the university level are considered, based primarily on the case of La Universidad Estatal a Distancia (UNED) of Costa Rica. UNED, which is Costa Rica's attempt to implement Great Britain's open university philosophy of education, was developed in response to the following needs: to provide opportunities for university education without moving to San Jose or another large city; and the need to educate persons in specific areas of national need (e.g., education, management, agriculture, health services). Six influences or changes of the social environment brought about by this new system are as follows: (1) long-range social planning is needed; (2) new educational modes without a lecturer or classroom are adopted; (3) community and individual development may be enhanced since small study groups may become active social forces; (4) the accessibility of education is improved; (5) modern communication channels are used to convey information to
learners; and (6) an interplay between this educational approach and the political atmosphere in the country may occur (i.e., distance education can be used as an instrument of the government). It is concluded that a distance education university in a Latin American culture has the potential of being a major social change agent. (SW)

This handbook describes services that rehabilitation has to offer business, outlines how practitioners may approach business with these services, and provides resource information and material that the practitioner may find helpful in this work. Covered in the individual chapters are the following topics: the basic services that rehabilitation can offer business, authority, common questions often asked of rehabilitation practitioners, assessment, recruitment, accommodation and accessibility, compliance, internal mobility, training, supervisor awareness, interventions, government programs, business response, and procedures for making the partnership work. A brief bibliography concludes the guide. (MN)

The four chapters in this resource book provide general considerations for the development of teacher-made achievement tests in science for students with visual, hearing, and/or orthopedic impairments. Chapter 1 focuses on changes in classroom testing by considering the testing of handicapped students, norm-referenced versus criterion-referenced testing, individualized educational planning, and the science test. Chapter 2 discusses the testing of visually impaired students. Topic areas addressed include: determining an appropriate testing technique; visual, auditory, and tactile testing techniques; student response to test questions; laboratory type tests; and non-teacher made tests. Chapter 3 discusses the testing of hearing impaired students, examining language considerations, item format, test administration, and non-verbal tests. Chapter 4 focuses primarily on facilitative techniques for testing motor impaired and orthopedically disabled (MIOD) students. Areas addressed include the breadth of the problem, the need to assess life function impairment (with a sample assessment included), administration techniques, accessibility, time factors, and possible mitigative testing strategies (listed according to MIOD limitation). A list of references, a list of organizations and agencies for the disabled, and glossary are provided in appendices. (JN)


Questionnaires were mailed to all 1,010 Illinois public school districts to
collect data on general aspects of the districts and of the school library media program, program staff and materials collection, cataloging, accessibility, audiovisual resources and services, financial expenditures and affiliation with ILLINET (Illinois Library and Information Network). Analyses of the responses received from 493 school districts indicate that (1) most school districts have separate library rooms; (2) the average number of cataloged books is 15 per enrolled student; (3) school library media centers are typically open 6 to 7 hours per day; (4) over 90% of the centers have available 16mm film, filmstrip, slide, overhead and opaque projectors, phonographs, and a cassette recorder and/or playback machine; (5) only 11% of the districts report the availability of a microcomputer; (6) expenditures for all purposes other than salaries averaged $14 per pupil; and (7) just under one-half of the respondents are affiliated with ILLINET. Appendices include a survey questionnaire form and data for each responding school district, and 30 pages of basic tables which present the distribution of responses by enrollment size group, geographic area, grade levels served, number of attendance centers, and a statewide estimate. (Author/LMM)


This compilation, consisting primarily of state statutes providing education and training benefits for senior citizens, focuses on the accessibility of educational opportunities to older adults across the country. Included in the first part of the volume are excerpts from federal education laws dealing with education and training for older Americans as well as the text of the Older Americans Act of 1965. The next section of the compilation contains tables of data dealing with the educational attainment of the noninstitutional older adult population in basic and secondary education, adult illiteracy, the national distribution of older Americans, and states having statutes that contain adult education and senior citizen entitlements. Presented in the final portion of the compilation are the statutes providing education and training for senior citizens that exist in each of the 50 states, the District of Columbia, American Samoa, Guam, the Northern Marianas, Puerto Rico, the Trust Territories, and the Virgin Islands. (MN)


This report is intended to help Michigan's vocational and technical teachers and administrators make decisions regarding the purchase of microcomputer hardware and software for professional use. Addressed in a discussion of computer hardware are current and planned inventories of microcomputer hardware located in the public vocational and technical facilities in Michigan, mainframe accessibility, and trends in the networking of microcomputers in the state. An examination of the uses of software in
Michigan covers the following topics: identified activities (administrative, instructional support, and general instructional activities) and software use in vocational programs (agricultural, business, distributive, health occupations, home economics, and trade and industrial education). Provided next is a software guide that includes a source guide, a description of the state's tri-county computer consortium, and lists of software available in each of the above-mentioned educational program areas. A summary of the major findings of the hardware and software and a list of recommendations concerning the use of microcomputer hardware and software conclude the report. (MN)


The concept and purpose of this facilitator guide is to provide the three facilitator groups of educators, park and resource management personnel, and parents of handicapped children with information on how to cooperatively design and implement an outdoor education program for handicapped students. Chapter 1 (contributed by Vicki Stayton) outlines historical perspectives on outdoor education and outdoor education for the disabled, rationale for outdoor education for the handicapped, program models (traditional, segregated, segregated/mainstreamed, mainstreamed, residential, and day), and future trends. Chapter 2 describes steps in the cooperative planning approach: conducting a needs assessment, exploring possible outdoor education program models, and designing and developing curriculum. Chapter 3 reviews funding and financial considerations including identifying sources, writing proposals, and making presentations. Chapter 4 considers issues of legal liability. Chapter 5 addresses personnel preparation and training, working with parents, and program implementation in the areas of scheduling, transportation, medical care, diet/food service, health and safety, and outdoor ethics and stewardship. Chapter 6 (contributed by Katie Ahern McGuinness and Terry D'Eugenio) focuses on accessibility, offering design guidelines and techniques for considering user needs (behavioral mapping, photography, role playing, bubble diagrams, sense scales, and model-making). Chapter 7 presents strategies for evaluation. Chapter 8 contains a bibliography on outdoor education program planning, a list of audio-visual aides, and resources on overcoming attitudinal barriers and barrier-free environments. Each of the first 7 chapters includes a list of literature cited, and the text is illustrated with several photographs. Appendices contain sample forms and describe special population characteristics and implications for program planning. (NEC)


This study is an evaluation of the functions and activities of two
educational resource centers in Ghana. Issues examined and evaluated are: (1) accessibility and availability of the centers' facilities and services; (2) adequacy of the centers' materials and facilities to meet teachers' various needs; (3) relevance of the centers' activities to the needs of the schools they serve; (4) adequacy of the professional training of center personnel; and (5) extent of the centers' influence on teaching and learning in their respective localities. Conclusions include: (1) The centers were extremely under-used; (2) Center services and facilities were unknown to most of the teachers; (3) The centers appeared to have failed to integrate themselves with the school curriculum; (4) Neither ideas nor materials have been adequately disseminated into the school system; (5) Center personnel did not have a clear idea of their tasks; (6) Centers were disorganized and full of uncertainties; and (7) Center personnel did not produce consistent programs of action. Recommendations are made for improvements. (JD)


To collect information related to seven research questions regarding cooperation/collaboration among employment training delivery systems, a three-step approach was used. This included a literature review, interviews with local representatives of employment training systems, and a questionnaire mailed to representatives of the seven major employment training systems. These systems were the military, Job Training Partnership Act, business and industry, apprenticeships, universities, public vocational education, and proprietary schools. The major findings were that (1) employed adults have the greatest numbers of options for training; youth have the least; (2) the delivery systems would maintain and develop the services they currently provide; (3) CETA and community colleges have established the greatest number of cooperative efforts; (4) CETA, proprietary schools, public vocational education, and universities indicated the strongest possibility and desirability to cooperate with other delivery systems; (5) barriers were inadequate communication, turf protection, role incongruence/confusion, confusing rules, and planning-cycle problems; (6) incentives include better resource utilization, service evaluation, and development of a master plan for cooperation; and (7) most conducted internal and external evaluations. Recommendations were made for reducing competition among employment training providers; ensuring training quality, relevance, accessibility, and availability; increasing training efficiency; and ensuring ongoing planning and evaluation. (YLB)

Existing enrollment and financial assistance data for Frontier School Division and provincial school students were examined to identify trends and factors in secondary and postsecondary school participation and to suggest strategies for increasing postsecondary accessibility and participation. Figures for 1977-1982 indicated that 25-30% of Frontier students received financial assistance from the Student Aid Branch and that retention through grade 12 increased for Frontier students while remaining stable for provincial students. Frontier vs. provincial overall figures revealed that more Frontier students expected to attend college but more provincial students expected to complete a degree. Other data reflected sex, parental and sibling influence, social and employment considerations, and support of other individuals. Financial and institutional barriers appeared to seldom hinder access to post-secondary education; the crucial, and very real barriers were social and cultural factors. To increase postsecondary participation and retention of Frontier students requires additional counseling, use of distance education and satellite campuses, college introductory and orientation programs, increased parental involvement, and adjustments in the student aid program. Future studies should focus on social and cultural factors and should develop and use effective data acquisition procedures. Comprehensive statistical data are presented in and appended to the report (MM).

  
  The paper sets the stage for the effective and efficient use of computers in institutional research. The microcomputer and the mainframe computer are contrasted for those researchers who have a choice of where to process data. General computer use, specific microcomputer and mainframe computing guidelines, and an application utilizing both computer types are presented. General considerations touch upon attitudes, expectations, and organizational habits for the purpose of establishing what can or cannot be done with a computer. The guidelines highlight strengths and weaknesses in dealing with microcomputers and large mainframe computer systems and delve into areas of data control, data accessibility, standardization of procedures and documentation, system support and user education, hardware limitations, and software support. The discussion of the application shows how computing tools were chosen. (Author)

  
  The 1981-1982 report on postsecondary desegregation progress in Maryland is presented. The goals of the 1980-85 plan and the status of attainment of the goals are discussed. Data are presented on enrollments,
degrees granted, employment, and governing boards. For each state institution, a chart provides information on goals and recommendations, current activities, and proposed activities. Highlights include the following: black and white high school graduates continued to enter college at similar rates; generally, community college enrollments were reflective of the racial composition of the service area's high school graduates and total population; statewide, the percentage of black first-time graduate students declined from 13.6 percent in 1979 to 10.2 percent in 1982; statewide there was a significant increase of doctorates awarded to blacks from 2.67 percent in 1979-1980 to 7.7 in 1981-1982; overall, the percentage of black headcount enrollment declined from 18.1 percent in fall 1981 to 17.7 percent in fall 1982. It is noted that there are several governing boards whose membership does not reflect the racial composition of their service areas. Information on progress in meeting the 1985 undergraduate accessibility goals is provided for specific campuses. (Author/SW)

Selected bibliographies regarding women's contributions to U.S. history are provided in this compilation of supplementary materials for elementary and secondary school courses. These listings contain both print and nonprint media and some citations noting prices and ordering information. Items were selected based upon accessibility and ease of utilization by teachers, administrators, librarians and students to incorporate information about girls and women, as it relates to U.S. history, into the curriculum. The document is divided into bibliographies which focus on: (1) curriculum materials (26 citations); (2) materials for student (38 citations); (3) research studies, biographies, and background reading (47 citations); and (4) national resources and projects (13 annotated citations). (JHP)

The First Statewide Legislative Symposium on Rural Development assessed New York's rural business, economic development, and employment potential. Growth in the economic potential of communities, favorable quality of life, and geographic accessibility have supported a decade-long influx of new residents to New York's 44 rural counties. The state has experienced a shift from an industrial to a service-oriented employment base and a restructuring of public/private partnerships in which business, government, and educational institutions play decisive roles. The biggest problem faced by rural New York is a lack of information and coordinated use of facts and programs tailored to its unique requirements and opportunities. The chief goal should be to develop and implement a "Rural Quality of Life Strategy" that focuses on rural New York's human, natural, and community resources including
access to financial and information resources, fertile soil and favorable topography, extensive road network, quality educational institutions, pervasive work ethic, and diverse economic structure. Key public policy issues include determining whether further growth and development is intrinsically "good" for rural New York and if institutions will respond to rural problems with appropriate policies, rather than by adopting urban-oriented solutions. Supporting graphs and outlines are appended to the report. (NEC)


Results of the 1982 North Carolina Higher Education Facilities Inventory and Utilization Study are presented. Tabular data and narratives appear under four general headings: utilization of instructional space, interior space characteristics, building characteristics, and accessibility of facilities. Statistics for private institutions are shown by group, while individual state college data are provided. Information is included on: capacity/enrollment ratio, assignable square feet of academic facilities per full-time equivalent student, average weekly room hours of instruction in classrooms and class laboratories, average weekly use of student stations in classrooms and class laboratories. Interior space characteristics and accessibility are covered for the following subprograms: instruction, research, and public services; academic support; student service and physical plant operations; and institutional administration and independent operations. Additional information covers: building ownership, capital investment for residential and nonresidential buildings, the condition of buildings, and estimated cost to renovate or replace buildings. An institutional index is included. (SW)


The paper discusses ways in which the Apple II plus and Apple IIe computers can be adapted to become highly effective tools in the education of the physically/multiply handicapped student. The role of word processing programs as communication aids, alternative input and output devices, and innovative software programs is examined. Among the adaptations and modifications considered are commercially available adaptive switches that make it possible to use a simple switch to run adapted software. The computer keyboard is needed only for some initial set-up performed by an instructor or aide. The procedures for selecting the appropriate switches to maximize independence are described, and ways in which the configurations of hardware can be tested, adjusted, and re-assessed by non-engineering staff persons are described. Training the individual to use the switch with maximum efficiency is then considered, along with new developments in the accessibility of software. (CL)

A survey examined perception and use of the services of the Instructional Systems Laboratory (ISL) by the faculty of the University of Minnesota's College of Education. The questionnaire, mailed to all College of Education faculty members, emphasized faculty perception of instructional systems in the following areas: (1) instructional commitment: provision for service, service quality, provision for technology, and financing program; (2) instructional systems: consulting, staffing, planning/design, and use; (3) ISL: accessibility, staff involvement, information dissemination, technology availability, storage and retrieval, equipment maintenance, and production; (4) facilities: physical plant adequacy, environment, furnishing, and availability; and (5) user participation and skills. Based on a 42.9% return rate, results indicate that faculty members did not know enough about ISL to utilize it effectively. The majority of responding faculty members (83.5 percent) use AV equipment to facilitate instruction, though only 58.2% utilized ISL-supplied equipment. Recommended actions to improve ISL contributions include establishment of new goals and objectives, a faculty advisory committee, and a formal plan for interuniversity communication. Recommendations are also provided for programed budgeting, instructional development, administrative adjustments, professional development, and funding. (LMM)


Based on the results of informal surveys conducted by each of four Technical Assistance Centers and several surveys and studies addressing the availability and use of computers and microcomputers in education, this paper examines the accessibility of computer technology to disadvantaged students in Chapter 1-assisted instructional programs. A review of the extent of computer use covers the provision of Chapter 1-assisted instruction, computer access, and numbers of computers available in Chapter 1 and other schools having at least one computer, computer use by Chapter 1 students, factors influencing computer availability in Chapter 1 projects, and prospects for future computer access by Chapter 1 students. Discussion of the types of computer-related instruction used in Chapter 1 projects includes differences in computer use between white and non-white low-income schools and organizational arrangements. In an examination of the effectiveness of computer-related Chapter 1 instruction, studies reviewed include an experimental study of computer assisted instruction in mathematics, reading, and language arts for low-achieving students; a case study of Houston's instructional computing program serving disadvantaged students; and case studies of computer technology implementation in three school systems. Approaches
for improving computer-related instruction in Chapter 1 projects are suggested, implications for federal responsibilities are examined, and nine references are listed. (LMM)


In these remarks, the Assistant Attorney General of the Civil Rights Division, Department of Justice, discusses the current Administration's policy and enforcement efforts on civil rights for the handicapped, particularly the blind. First, Reynolds stresses that the Administration's commitment to the principle of nondiscrimination in all areas rejects the notion of a "protected class" and the practice of favoring some to the disadvantage of others. Consistent with this commitment, he says, policy on equal opportunities for the blind emphasizes that blind people are entitled to equality that can be achieved through removal of social discrimination, education of the public to new concepts concerning blindness, and measures that would enable all blind people to fully exercise their individual talents. Reynolds then discusses how the Federal government enforces this policy through public awareness programs, agency coordination activities to standardize service accessibility requirements, and regulation, investigation, and litigation regarding civil rights for the blind. In conclusion, Reynolds reiterates that all American citizens are individuals with unique characteristics and talents; that preferences for certain groups will not be tolerated; and that the Federal government is committed to ensuring that artificial barriers to a free society and discrimination in all its forms are obliterated. (MJL)


Third in a series of papers resulting from the Annual Institute on Innovations in Camping and Outdoor Education with Persons Who are Disabled, this volume consists of 12 articles reflecting innovative efforts to bring exciting outdoor based programs to persons with disabilities. Addressing leadership training, innovative program approaches, and area-equipment-facility accessibility, the articles cover the following topics: the Individualized Education Plan in the outdoor environment as an inservice approach; current practices in training and continuing education; observer tools (e.g., Cheffers' Adaptation of the Flanders Interaction Analysis System and the Individual Response Gestalt) to supplement a program evaluation; cost effectiveness of a 4-day wilderness camping experience for adult acute psychiatric patients; the holistic program at ECHO (Environmental Camp for Handicapped and Others) in Goshen, Massachusetts; the value of heterogeneous groupings for the personal growth wilderness adventure; total physical fitness for persons with disabilities using circuit training (exercises that improve muscle strength,
endurance, and flexibility, and cardiovascular endurance); risk training as an educational tool; heritage arts within outdoor education experiences; modifying wheelchairs for compass use; the ropes course at Bradford Woods; and access to recreation for persons with disabilities. The volume concludes with some insights into the Institute's planning and development. (NQA)


The different practice styles of young internists and the relationship between training and practice were studied as part of the National Study of Internal Medicine Manpower, Phase III. The practices of four groups of physicians were compared: general internists with traditional residencies, general internists who received their residency training in special primary care tracks, family physicians, and subspecialty internists. Additional study objectives were to determine the extent to which the primary care track residency training programs meet their objectives, and to develop models explaining the career decisions made by students and young residents. Four surveys were administered: the Locator/Screener Survey, the Physician Questionnaire, the Log-Diary, and the Patient Questionnaire. Practice characteristics for each physician group were assessed, including location, office organization, financial characteristics, accessibility, and productivity. Patient concerns included: demographic characteristics, medical conditions, patient functional abilities, and patient/physician relationships. The career orientations of residency training departments were evaluated, along with the types of primary care and ambulatory care training provided. The survey instruments are appended. (SW)


This paper describes the structure and function of the SYS IV PLATO Curriculum Project's (PCP) computer-based management system and justifies the system design. A consideration of features most critical in the design of management systems provides the context for a discussion of specific SYS IV features, which include its ability to deliver any type of lesson in a variety of different management configurations; capacity for contingent branching; division into a fixed and variable part, which makes possible its flexibility and ease of use; and its unique methods for presenting, summarizing, and storing data in varied formats. Design considerations are addressed as a set of tradeoffs: power versus wide applicability, flexibility versus ease of use, and amount versus accessibility of data. The technical means by which features are provided are explained, including the programming language, Instructor Logic (IL), and the SYS IV options of index, topic size, instructional type, assignment, saving data, learning path, instructional intervention, delays, records
options, and the implementation scan utility, which groups data for reports, tabulations, and summaries. A conclusion summarizes system advantages and the need for "computer imagination" to actualize the potential for computers in education. (LMM)

This three-part guide contains suggestions for theater arts experiences for handicapped students. Part one discusses the rationale, purpose, and scope of this guide as well as four values of theater arts for the handicapped. Part two contains instructions for creative drama activities. Following a page of tips for the teacher, 18 activities using boxes and bags are given along with improvisational activities with masks. Activities for making a drama, drawing a sequential story, and a short, sample script are included. Part three discusses the benefits of formal theater experiences for the handicapped and suggests ways to prepare students to be audience members. A discussion of the handicapped person as a public performer includes selecting the right script, the production process, rehearsal, and follow-up discussion. Nine appendices include: important considerations about arts education and the handicapped; legislation for the handicapped; legal definition of handicapping conditions; abbreviations of terms for handicapping conditions; agencies and organizations serving the handicapped in Virginia; sources of information, materials, and assistance outside Virginia; sources and information about funding for the arts; accessibility of some Virginia theaters; and publishers of plays and materials for children and youth. A bibliography of books, article, journals, films, and media conclude this guide. (EM)

The "Making Special Friends Project" of the Burlington, Vermont public school system resulted in a series of six manuals: (1) A Review of the Literature; (2) Model Overview; (3) Implementation Guidelines and Inservice Training Manual; (4) Strategies for Implementing Model Components; (5) Developing Community Resource and Accessibility Guides; (6) Sample Forms. Volumes 2-5 have been obtained by ERIC (see Note); volumes 1 and 6 could not be obtained. The project was designed to increase social integration and interactions among school aged severely handicapped students, peers, and community members. Following a brief review of the city's Special Education organization, the rationale for the project is given, citing the need for structured opportunities for social interactions and the part that social interaction plays in all learning tasks. The project features an ecological analysis of environments and subenvironments, development of prioritized objectives, normal developmental and cumulative skill building approaches, and an in-school social integration component which formulates strategies to
increase social interaction opportunities. Strategies include providing social interaction training to nonhandicapped peers, severely handicapped learners, and regular teachers, and arranging environments to facilitate social interactions. Community integration and parent involvement are also emphases of the project. (CL)


Major funders of parent education services in Edmonton, Alberta, requested a study to determine what additional parent education programs/support services were required for the city, and who should be responsible for funding and delivery of these programs/services. While a detailed description of the study's design and results is provided in a separate publication, this report includes the only summary of the study's recommendations and the major support findings upon which these recommendations were established. Related recommendations are categorized together and are listed in the order of priority within each category. These categories are: support services, parent (target) groups, program/service content, educational approaches, accessibility and attractiveness, and jurisdiction and funding. (MP)


This report offers an achievable vision of a future system of continuing education for adults in England and Wales in chapter 1. Chapter 2 argues that economic, technological, social, and personal pressures make an unanswerable case for the comprehensive provision of continuing opportunities for the education of adults. Chapter 3 briefly surveys the patterns of provision of education and training opportunities in England and Wales and shows that many adults now are undereducated to meet the demands already being made on them. Chapter 4 surveys the main barriers to access for different types of learners and suggests ways in which the existing provision could be made available to more people. In the next four chapters, the best ways to develop continuing education in the 1980s and 1990s are examined. Discussion focuses on information, advisory, and counseling services; ways in and through the education system; accessibility of institutions; and new patterns of learning. Chapters 9 and 10 consider alternative systems and proposed improvements to the existing financial support system and ways of extending entitlements to educational leave. Chapter 11 discusses staffing and training and chapter 12, educational legislation. The final chapter briefly summarizes the case for the creation of a comprehensive system of continuing education and sets out the main lines of action recommended and a broad timetable for their implementation. (YLB)

Intended as a basis for continuing and expanding cooperative network activities, this publication presents five comprehensive reports developed in 1981/82 which assess the academic libraries of the 16 public and private postsecondary educational institutions in Alabama. The five reports cover collection development, staff adequacy, space requirements, statewide bibliographic and physical accessibility to academic library services, and computerization and library networking. Comparisons are made to commonly accepted standards and criteria, and comparative analyses are provided of Alabama's academic libraries against regional and national measures of excellence, and the national state-of-the-art in computers and automation. Each report presents conclusions and recommendations which are cumulated in the front of the publication. Also noted are the functions and activities of academic libraries, the need for a comprehensive plan for cooperative resource sharing among Alabama's academic libraries, and limitations on the scope and focus of study. A membership list of the Alabama Commission on Higher Education (ACHE) Council of Librarians, 8 tables, 21 appendices, and a 16-item bibliography are included. (Author/ESR)


A report of the Commission on University Purpose of The University of Alberta, Canada, is presented. Based on the perceptions of the various publics, the Commission sought to clarify the purposes and functions of the university. After an introductory section on the historical development of universities and The University of Alberta, changing influences on university purpose are briefly addressed. Attention is also directed to the traditional purposes of a university: service to society and the discovery, transmission, and preservation of knowledge. The following specific roles and objectives of the university are addressed: leadership, community resource, accessibility, extension role, lifelong learning, and national and international responsibilities. Appendices include the following reports: "University Purposes: Literature Review and Canadian Overview" (Joanne McNeal in collaboration with H. H. Hodysh and A. G. Konrad); and "Brief History of The University of Alberta" (Maureen Riddell). The literature review covers historical perspectives since the time of Ancient Greece and university goals for the 1980s. The overview summarizes purpose statements of Canadian universities, and provides information on study methodology and goal orientations. A bibliography concludes the report. (SW)

American Council on Education Washington DC. Association Council for Policy
The present status of higher education in the United States is considered, based on the theory of development of human capital, which proposes that the developed abilities of a nation's population are fundamental to its economic growth and well-being. Attention is also directed to social and cultural benefits. The following ideas are stressed: that U.S. higher education has become increasingly accessible to previously underserved populations and responsive to labor market needs, but that serious challenges remain for greater effort; that government investment in college students, through student aid, is an public investment in human capital and a means for ensuring educational opportunity; that U.S. universities play an essential part in basic research and the production of new knowledge; and that U.S. colleges and universities have an expanding role in providing opportunities for job training and retraining for workers of all ages. Undergraduate education is marked by diversity in goals and types of programs. In regard to graduate education, it is suggested that there is a need to expand graduate science, engineering, and related programs in order to meet critical national human capital needs. The fact that faculty are faced with problems of job security and deteriorating working conditions interferes with effective performance. The poor national economy adversely affects institutions' budgets, teaching and learning conditions, and research and scholarship; reductions in federal student aid threaten the continued accessibility of colleges. (SW)


A report on the current status of accessibility to university education in Ontario has several major objectives: to review the social science literature on such concepts as equality of educational opportunity and accessibility, considering the social, political and intellectual climate of the times; to examine parliamentary minutes and reports of commissions and other bodies to show the controversy over goals for university education in the province and to determine which policies have been pursued by government; and to examine social science research documenting patterns of postsecondary education participation. Throughout the study, a social stratification framework was adopted for analysis. Resulting recommendations include these: government implementation of compensatory education programs at the provincial level; institution of summer learning programs aimed at economically disadvantaged elementary school children; use of external consultants to review early socialization effects on postsecondary participation; systematic funding to evaluate programs for economically disadvantaged; staff and administration incentives for encouraging postsecondary participation; changing ethnic stereotypes in texts; encouragement through counseling and role modeling for students; continuous government monitoring of
accessibility trends; extension of census practices to include adolescents; research on factors influencing postsecondary participation; options for voluntary educational savings accounts for welfare recipients; and an income tax deduction for higher education savings. A bibliography is included. (MSE)


Part of a series on the legal and governmental foundations governing education of handicapped and gifted children, the booklet focuses on bilingual special education. A review of the literature covers studies which have been conducted in a variety of bilingual program settings in the United States and several other countries. Cited among findings are that children involved in learning environments employing the use of two languages perform at a level equal to or higher than their monolingual counterparts, and although handicapped children of limited English proficiency have not been properly served by the public schools, there are a number of exemplary programs. Federal legislation and court cases relating to bilingual special education are examined. Significant issues in the provision of bilingual special education are discussed, including accessibility, resources, cost of programs, personnel preparation, parental and community support, and program evaluation. Finally, current requirements according to the Office for Civil Rights are listed; and examples of policy options are offered relating to screening, acceptable tests, testing guidelines, bilingual advocates, establishment of primary needs, use of parents' language, establishment of primary responsibilities, comprehensive services, use of existing services, bilingual special education, supplementary services, tutorial services, parent and community involvement, accessibility, removal of barriers, exit criteria, inservice training, teacher certification, and teacher training. (SW)


The resource directory lists agencies helpful in resolving issues regarding higher education and disabled students. A brief analysis of provisions of the Rehabilitation Act of 1973 (Section 504) is followed by a listing of Section 504 Technical Assistance staff in 10 regional offices and a discussion of support and funding resources. Descriptions of agencies or publications are provided on the following topics: general awareness, disability awareness (hearing and vision impairment and learning disability), architectural accessibility, program accessibility, employment, independent living, legal resources, and federal resources. (CL)

Materials for special education resource specialists in California on implementing a team approach and facilitating change are presented as the second of four volumes. The first section includes a description of the resource specialist program; the interaction between the resource specialist and the principal; the roles of the resource specialist, principal, program specialist, and resource specialist aide; and the teamwork responsibilities of the resource specialist and aide. The second section contains a list of conditions that facilitate change; a form for rating readiness for change for six clusters (e.g., accessibility of resources and support, and skill in collaborative group work); a list of reasons that human resources are important to managers; a reading list on self-directed management; a description of A. Maslow's need hierarchy; and management guidelines. Thirteen pages of overhead transparencies are appended. Additional appendices include activities excerpted from "Handbooks of Structured Experiences for Human Relations Training" (Pfeiffer and Jones). These activities include the following topics: communications stress management, group dynamics, closure debriefing, individual differences, communication group processes, communication problem solving, and personal development. Rating forms are included in the activity units. (SEW)


Designed for use by coordinators of disabled student services at New York State two-year colleges, this sourcebook represents a compendium of ideas, recommendations, facts, problems, and solutions related to serving disabled two-year college students. Introductory remarks describing the sourcebook's purpose and New York's Disabled Student Project are followed by background information regarding concerns and resources, trends and projections, and barriers to working with disabled students. Subsequent sections cover: (1) the legal rights of disabled students as stated by Section 504 of the Rehabilitation Act of 1973; (2) identification of disabled students; (3) attitudes of and toward disabled individuals; (4) access and safety concerns, such as program accessibility, barrier-free design, adapted equipment and techniques, laboratory safety practices, evacuation of disabled persons, first aid, and access to vocational education; (5) instructional accommodations for disabled students including those with mobility, emotional, learning, visual, speech, and hearing impairments; (6) career planning issues, including affirmative action, equal employment rights, job training, employer concerns, and tips for job seekers; (7) selected programs, projects, and publications of specific community colleges in the state; and (8) information resources, including organizations and associations, periodicals and newsletters, audiovisual materials, media distribution centers, funding sources, and resource centers. (LL)

This study examines the role of the high school as a political environment in which students may acquire experiences which contribute to the development of their political competence. The paper explains the objectives of the study, discusses the methods used, describes the schools in which data were gathered, reports the findings, and identifies areas for future study. Specifically examined is the relationship of political attitudes to participation in school groups and to the types of participation students engage in within groups. Also examined are differences in the political characteristics among groups that may have an impact on the experiences students have within groups and on the skills they develop. And finally, since both school size and social/economic status (SES) have been linked with attitudes and participation, the effect of these variables is explored. Thirteen secondary schools in urban, suburban, and rural settings were selected for primary data collection on the basis of convenience and accessibility. Questionnaires were developed and administered to random samples within each school to assess student attitudes, school system political characteristics, and within-school group political characteristics. Data for the study were collected in 1974, and again in 1975 and 1976 from the same schools and students. Findings show that student political attitudes are associated with both quantity and quality of participation. The study also found a lack of relationship between school SES and level of participation within the school. (RM)


Those who, during the 1960s, predicted a trend toward the increased use of electronic media in English instruction did not foresee the incompatibility of the humanities graduates of publishing houses and the engineers and mathematicians of the electronics industries, or the resistance of teachers and administrators to instructional innovation. Similarly, such forecasts in the 1970s failed to anticipate shifts in the economy and in the values of the young. The current conservative mood of the country, censorship and the back-to-basics movements, civil rights and women's movements, and the reductions in federal funding are also factors beyond most English educator's foresight. Nevertheless, teacher educators must continue to help teachers anticipate and responsibly direct the course of educational change, much of which will occur due to the increasing accessibility of microcomputers. The traditional classroom will, of necessity, give way to more flexible, individualized instructional environments, and will include electronic media and improved printed materials. All of these changes are dependent on a healthy economy, the willingness of citizens to give financial and moral support to public education, and the quality of teacher preservice and inservice programs. If teacher educators continue to ignore
the potential enrichment of English teaching offered by electronic media, they will assist in making more irrelevant to public school students a subject too many already consider irrelevant. (HTH)


In comparing research results and current textbook practices regarding the acquisition of relative clauses in a second language, it was found that there is a discrepancy between the approaches presented by textbooks and those taken by learners. A pedagogical approach was developed and tested which closely reflects what learners do. The results of this approach were compared with those of a more traditional textbook approach. Based on research findings that posit a hierarchy of accessibility for types of relative clauses, the experimental approach focused on one type at the center of the hierarchy while the control approach proceeded in the traditional order from easiest to most difficult. Two groups enrolled in intensive low-intermediate English as second language courses were pre-tested and post-tested on use of relative clauses before and after 3 days of instruction. Significant differences were found between the two groups in regard to post-test scores, with the experimental group showing a greater difference between pre-test and post-test scores. The types of generalizations made by the experimental group are described. In conclusion, a greater ability to productively use second language knowledge was observed when a more difficult structure was taught. (RW)


The recommendations and policy proposals of the Governor's Committee on Postsecondary Education in Georgia are summarized, and postsecondary issues for the future are identified. Many of the Committee's recommendations are specifically addressed to various state boards and commissions. Ten issues and recommended actions are specified that pertain to postsecondary goals, communication, use of public resources, adequacy of funding, effective budgeting, basic skills, and work relevant programs. The following eight goals areas (and associated objectives) are also outlined: individual development, diversity and accessibility, equitable opportunity, responsiveness, excellence, effectiveness and efficiency, communication and cooperation, and public awareness. In addition, nine concerns that the Committee heard from Georgia educators, businessmen, and others as part of a goal assessment are summarized; and Committee recommendations are presented for each concern. State policy recommendations regarding student financial aid, admissions and remediation practices, geographic access, duplication, and program planning are also offered. Finally, concerns for the future are addressed, including finance, institutional roles, access, and articulation efforts in basic skills. (SW)
Hartwig, J. (1982). The GED Experience: Reaching Out to People. Final Evaluation Report of Iowa's Experimental GED Test Structure. Iowa: 23. This report describes the structure, format, and processes of Iowa's General Educational Development (GED) test center structure and presents the results, conclusions, and recommendations from an evaluation of that structure. The major purposes of the evaluation were to assess the effectiveness of Iowa's new statewide GED structure, determine strategies to improve the structure, and provide input for further planning and evaluation. Statistical and narrative information was gathered to improve testing services to GED candidates. The evaluation areas included the volume of GED traffic through parent, satellite, and transportation centers; the accessibility of testing centers to GED candidates; the cost effectiveness of the testing program; administration of the new GED structure; and test security. Narrative and statistical summaries are presented for each area. (DWH)

Hemphill, N. J. (1982). The Smallest Minority: Adapted Regular Education Social Studies Curricula for Understanding and Integrating Severely Disabled Students. Secondary Grades: Understanding Alienation. Hawaii: 83. The curriculum is an adaptation of a secondary social studies curriculum designed to help nonhandicapped students understand alienation. In Unit I, students explore their personal experiences of alienation either as victims or perpetrators. In lessons 1 and 2 they role play an alienating situation in the classroom and analyze such past experiences of their classmates. In the third lesson, students practice problem solving skills to find solutions to situations in which individuals or groups are left out. Unit II addresses the specific alienating problems faced by disabled persons. General accessibility problems are introduced in lesson 1, followed by investigations in lessons 2 and 3 of the school's physical and programmatic barriers. The final lesson encourages students to overcome barriers through contact with special education students. (CL)

Houwing, J. F. E. and A. M. E. Kristjanson (1982). Inventory of Research into Higher Education in Canada = Inventaire des recherches sur l'enseignement superieur au Canada. Canada Ontario: 62. Information is provided in English and French on research projects concerned with postsecondary education in Canada. Approximately 250 current or recently completed projects reported by researchers in universities, community colleges, educational organizations, and government departments and agencies are described. The projects, which are entered in the language in which they were reported (French or English) are grouped under six categories and information is provided on completion data, name and address of researchers, source of additional information, and publications arising from the project. Under a general category are the following topics: organization and structures,
accreditation, research, history, philosophy, objectives, Canadian studies, pedagogical services, general bibliographies, status of women, and international development. Under the category Administration, Finance, and Manpower/Administration, are the following: costs, planning, information systems, models, enrollment and other projections, manpower, employment of graduates, statistics, and governance. Included under the category Curriculum and Teaching are evaluation, teaching effectiveness, techniques and aid, grading, and learning modes. Under the category Academic and Nonacademic Staff, are classification, characteristics, and employment conditions, and under the category Extension and Continuing Education are adult learning, curriculum, and off-campus instruction. The category Students includes the following topics: characteristics, socioeconomic background, behavior, educational and occupational plans, accessibility, admission, performance, assessment, grades, attrition, financial aid, counseling, athletics, housing, and special types of students. Extension and Continuing Education, the last category, covers adult learning, curriculum, and off-campus instruction. Appendices include the addresses of universities and an index of researchers. (SW)


The document presents summaries of final reports and recommendations from 10 task forces organized as part of Illinois's observance of the International Year of Disabled Persons. The task forces, intended to review issues critical to successful participation of disabled persons in the state, were charged to develop realistic recommendations for actions in public and private sectors to help disabled and elderly people live independently without unnecessary institutionalization. Task force analyses and recommendations are included for the following topics: (1) public awareness, (2) employment, (3) education, (4) accessibility, (5) transportation, (6) housing, (7) legislation, (8) advocacy, (9) health care systems, and (10) disability prevention. Minority reports are also included where applicable. The document closes with lists of steering committee and task force members. (CL)


This fact sheet presents the needs and characteristics of handicapped adults as an aid in developing and adapting educational programs. Following a discussion of the desire which adult educators feel to provide opportunities for all students, four general problem areas are described: attitudes of others, lack of mobility, diminished cognitive or intellectual capacity, and lack of communication skills. Three areas of concern for
program development which have been identified by the Council on Exceptional Children (1980) are presented: accessibility, specially designed instruction, and cooperative planning. In addition, the following principles proposed by the Council are offered: (1) individuals with disabilities should be respected as adults; (2) they should have available the wide range of programmatic options available to nonhandicapped individuals; (3) they should be provided with educational programs on the same economic and administrative terms as nonhandicapped individuals; and (4) they should have the same benefits as the nonhandicapped when they participate in adult education. The final section describes the handicapping conditions and barriers facing the physically handicapped, the blind, the deaf, and the mentally retarded. A bibliography is included which cites two resources, both of which are available from the Educational Resources Information Center (ERIC) system. (DC)


The resource guide is designed to assist educators, park resource persons, and parents of disabled children in locating and identifying sources of information for developing, implementing, and evaluating outdoor education programs for all disabled children and youth. The guide has two main parts. The first part contains an annotated bibliography citing 182 special outdoor education, general outdoor education, funding, and accessibility resources; titles, addresses, and prices of 22 special and 23 general journals and newsletters; titles and addresses of 22 resource catalogs; names and addresses of 54 organizations concerned with outdoor/environmental education; telephone numbers and addresses of state outdoor special education directors; addresses and telephone numbers of 51 colleges and universities offering a curriculum emphasis in outdoor education and/or therapeutic recreation; and names and addresses of the 92 publishers of the resources first listed in the bibliography. A subject index lists 40 different descriptors cross referenced with bibliographic citations. The second part of the guide is an annotated directory of 172 separate outdoor education programs and centers--representing 28 states--which serve both disabled and non-disabled persons in either segregated or mainstreamed settings. Organized alphabetically by state, each entry provides the program's address, telephone number, name of contact person, type of disabled population served, and a brief description of services and activities offered. (NEC)


A method for analyzing secondary school programs that integrate community resources into classroom instruction is based on a comparison
between programs in the British Isles and in the United States. The study was conducted to determine facilitators and barriers to such integration. Integrated programs were considered to be those in which schools and communities collaborate to prepare students for adult and working life. The descriptive profile of integration developed had five features grouped into two clusters of activities: networking resources (multiplication of resources, coordination of resources, cross-fertilization of resources) and delivering resources (accessibility of the network to students and students' preparation to work in, and their reflection of, the network.) Types of integrated programs studied included community involved placement for educational development, cooperative education, experience-based career education, and education-work councils. Some problems with integrated education were found: competition for resources, abuses of influences, narrow visions, lack of concreteness, failures to achieve credible understandings, and unreadiness to implement. Successful establishment of integrated programs was influenced by (1) coordinators who had broad, flexible authority but limited power; (2) diversity in solving problems; (3) the ability to translate innovative ideas into action; and (4) attention to program development. Applications of the issues raised by the analysis were suggested. (YLB)


Results of the Ontario Institute for Studies in Education 1982 Survey, intended primarily to offer ongoing profiles of mass attitudes on major issues of current educational reform, are reported. In addition to documenting trends in public support for general curricular and financing options, the survey focuses on attitudes towards alternative ways of relating schooling to the work world. The results of 1050 interviews with adults are reported in seven chapters: (1) Public Satisfaction and Educational Funding; (2) Accessibility of Educational Services; (3) Educational Decisions: Who and When?; (4) Perceptions of the Labour Market: Education, Skill Requirements, and Unemployment; (5) Preparing for Work; Preferred Curricular Objectives for the High School; (6) Linking the High School and the Workplace; and (7) Conclusion: Faith in Education and Economic Crisis. Fifty-four tables accompany the text. The first appendix contains information on sampling procedures, and the second appendix contains the survey questionnaire. (CJ)


Factors that affect the utility of financial data collected through the Higher Education General Information Surveys (HEGIS) are examined. Attention is also directed to the process associated with the collection and use of that data; roles and responsibilities of various parties to that process, with a focus on researchers' roles; and possible future steps to improve the
usefulness of these data. The following factors are identified as affecting the utility of HEGIS finance data: quality of the data, relevance of the data for decision-making, accessibility of the data, timeliness of the data, and cost-effectiveness of the data. Specific recommendations to improve the utility of HEGIS finance data are offered for provider institutions, the data collector institution, researcher, and users. The recommendations pertain to data collection design, data collection, editing, release, analysis, and use, are presented in detailed tabular form. (SW)


Recently, the definition of functional literacy has been broadened to include the completion of a secondary education or its equivalent. This definition focuses on obtaining the functional competencies required to perform adequately in adult life. Three major sets of functional competencies are represented in models developed by the Adult Performance Level Project, the New York State External High School Diploma Program, and the state of California. Difficulties with traditional adult education programs have been accessibility and a lack of defined competencies. Competency-based adult education (CBAE) responds to this problem by providing an individualized set of competencies to meet adult needs. CBAE programs share these common components: (1) identified and stated outcomes or competencies; (2) a formal assessment system; (3) functional literacy subject matter integrating both basic and life skills; and (4) certification of mastery of competencies. Research on CBAE indicates that: students, administrators, and staff have different perceptions of the importance of competency areas; no competency list is appropriate for all students; more effective ways of measuring competencies need to be developed; and competency-based programs are effective. This fact sheet includes a bibliography of seven resources, most of which are available from the Educational Resources Information Center (ERIC) system. (DC)


Because of high accident rates and the unique conditions faced in Arctic flying, a project was conducted to develop a training program for airline pilots flying over Alaska. Data were gathered, through the critical incident method in conjunction with traditional job-analysis procedures, about how experienced Alaskan pilots learned to cope with the many challenging problems faced by Alaskan aviators. During the course of the study, investigators traveled to 54 locations throughout Alaska, interviewed approximately 177 air taxi operators and pilots, visited aviation facilities, and attended several seminars and lectures. Using a questionnaire, 2-hour interviews were conducted on a 1-to-1 basis, collecting background information, data on operational conditions in the Alaskan environment,
and specific techniques that have helped the respondents to cope with hazardous situations. Information collected from the interviews showed that although some training requirements and the training objectives to meet those requirements were applicable to Alaskan aviation in general, the majority were specific to different geographic areas in the state and also to different types of aircraft. It was also determined that the primary emphasis of an Alaskan training system should be the development of pilot decision-making skills rather than on manipulative flying skills. The study identified several factors that must be considered in the design of an Alaskan aviation training system, such as accessibility to the various communities and stress on decision-making skills. A proposal was developed to validate these conclusions and to develop such a training system. (KC)

This guide to the planning and design of school library or learning resources centers (LRC) is divided into two parts. Guidelines provided in the first section cover the planning responsibilities of the district LRC director and the learning resources specialist/librarian; development of educational specifications; location; required spaces; furniture; security systems; accessibility by the handicapped; and special areas such as darkrooms, television and microcomputer center facilities, and teacher workrooms. Also included are sample educational and furniture specifications, recommendations for space allocation, and a check list of the kinds of information needed to develop specifications for a specific LRC. The second part contains floor plans from 43 Texas school library facilities. Information provided for each school includes the name, address, and telephone number of the school librarian or administrator, the grades served, school enrollment, number of library staff, floor space, funding, library holdings, and a brief program description. (ESR)

This study proposed to establish priorities for educational research into specific issue areas over the next 5 years in Ontario (Canada). Structured face-to-face interviews were conducted with 104 selected individuals representing different areas of education, including the universities, faculties of education, school board officials, federations, trustees, organized labor, employers, government and nongovernment agencies, and others. The conclusions drawn indicate that priority should be given to: (1) the application of information technology in education; (2) a longitudinal study of students, including identifiable subpopulations, as they proceed through the educational system, to ascertain the effects and utility of programs and methods; and (3) the operation of the postsecondary sector, including questions of purpose, governance,
financing, and accessibility. Within or in addition to the above, emphasis is warranted on questions of curriculum and instructional effectiveness, including the utilization of staff, transition to work, and continuing education. Data are presented in appendices, as are lists of interview questions, potential research priorities, and respondents to the study. (Author/FWR)

Evidence of decline in academic performance and academic standards in schools and colleges, and examples of reform are considered, based on work of a Southern Regional Education Board (SREB) task force. Declining scores on college entrance examinations and other standardized tests imply that students have been learning less in high school. Symptoms of slackened standards include continued grade inflation, more lenient high school graduation requirements, and lower college admissions requirements. There is widespread agreement among experts in education that the quality of the curriculum greatly influences achievement. Some trends in the United States include: a serious decline in electing to take more advanced academic courses and a marked reduction in content and expectations in advanced courses students do take. Students in the South, making higher grades in high school, have scored substantially lower on the Scholastic Aptitude Test than students nationally. High school graduation requirements in the 14 SREB states are identified. Additionally, admissions practices of colleges according to three categories of accessibility or selectivity are identified for the United States and the South for 1979. A decline in selectivity, as measured by college entrance test scores, has occurred in most colleges, including leading universities. It is suggested that to be effective, reforms must align college preparatory programs in high schools with the academic prerequisites of college work. Examples of schools' efforts to elevate academic standards are cited. In addition, some individual colleges are tightening their entrance requirements, and several states are making progress in their efforts to improve the preparation of college-bound students. (SW)

Because of the importance of nutrition during teenage pregnancies, the Illinois State Council on Nutrition held public hearings in Chicago and in Carbondale, areas having a high incidence of infant mortality. Several issues were identified: (1) effects on nutrition of low income, poor nutrition habits, and lack of understanding of the increased needs during pregnancy and of the relations between good nutrition and fewer complications during pregnancy and a healthy infant; (2) adolescents’ lack of knowledge of nutrition and how it affects the course of pregnancy and the unborn baby; (3) accessibility to the school lunch program and its
inadequate supply of food for pregnant students; (4) lack of available programs or lack of knowledge of where to find programs; (5) updating of nutrition knowledge for those involved in the education of adolescents and those working with them during pregnancy; and (6) the need for a course on parenting, responsibility education, human sexuality, and self-image. Testimony of witnesses at the hearing is reported on each of these issues. Behavior patterns of teens identified in the testimony are outlined, and pertinent statistics regarding the extent and problems of teenage pregnancy in Illinois are noted. (JD)


This document proves that the F statistic can be obtained by squaring t-test values, or that equivalent t-test values may be obtained by extracting the positive square roots of F values. Proof to varying degrees of completeness and accessibility has been given by other scholars, but generally these prior statements, particularly those available to students of education or psychology, focus on the special case, when sample sizes are equal. No source could be found that provided a complete, detailed proof of the general case that was understandable to students of applied statistics. This document seeks to give a clear step-by-step proof, with a numerical example worked out, and a plan is provided for proving the special case. It is felt the reader should be able to follow the proof of the general case, and should therefore have little difficulty in translating the acquired knowledge into proving the special case. (MP)


The penetration of cable television throughout American communities makes it a potentially significant tool for improving the quality and accessibility of adult education. As cities begin to include in the cable franchise allotment monies for access by community members, adult educators need to become actively involved during the development of a cable system. To decide and to plan how to use cable technology, adult educators must become familiar with the nature of the medium. There are two differing concepts of interaction relative to cable television utilization for adult learning. Interactive educational cable television may be in these formats: discussion/call-in, interview/call-in, debate/call-in, and on-site discussion. Another interaction possibility is permitting adult community members to produce their own educational program for cablecasting over a community access channel. Adult educators need to become familiar with cable technology, become involved in franchises and groups concerned with access utilization, initiate projects using the cable system, begin to offer training in television production, and share experiences. (YLB)

The document contains an appendix to a larger document on child advocacy for handicapped students needing special education. Appended material includes regulations for Section 504 of the Rehabilitation Act of 1973, the Buckley Amendment, and Developmental Disabilities Act, policy interpretations from the Department of Education regarding individualized education programs, clean intermittent catheterization, and use of insurance proceeds; policy interpretations from the Department of Health, Education, and Welfare regarding such aspects as program accessibility, participation of the handicapped in contact sports, and school board members as hearing officers; and guidelines from the U.S. Office for Civil Rights for eliminating discrimination and denial of services on the basis of handicap. (CL)


A training manual to promote the implementation of a mediated training program to sensitize faculty and other postsecondary staff to the needs and special concerns of disabled students is presented. The training program was developed through the Sensitivity and Special Populations project at California State University, Chico. The training program consists of five videotape programs on the following topics: characteristics of various disabilities and attitudes of the nonhandicapped, interpersonal communication and special modes for the disabled, accessibility of the campus, technology and devices, and instructional adaptations. Specific contents of the manual include: a scheduling checklist to assist the trainer in completing details for workshops; a schedule of events and times for the program components; overview of each of the five videotape programs, including discussion topics, helpful hints, and learning objectives; a list of steps for evaluating the program; a problem solving chart that presents advice and lists resources to serve the disabled college student; and various appendices. The problem solving chart resources are divided into the following four subgroups, which are coded: the user's skills that can be adapted to meet student needs, class members, departmental resources, and student services. The chart identifies research by postsecondary activities (i.e., exams) and seven disabilities. Appendices include: evaluation results; pre/post attitude scales, knowledge tests, and self assessment of skills questionnaires; and materials that can be used for overhead transparencies. (SEW)


Congress, using Public Law 94-482 entitled Education Amendments of 1976, instructed the National Center for Education Statistics (NCES) to
develop, implement, and operate the Vocational Education Data System (VEDS). As mandated by legislation, the primary purpose of VEDS is to provide a national reporting system to generate uniform data from the States to support the decision-making activities of Congress with respect to the establishment of vocational education policies. This study was designed to enhance the understanding of VEDS and to assess the VEDS methodology and data quality for each state. The assessment resulted in the development of a VEDS implementation and operation status report for each State which documented the degree of correspondence between VEDS and State definitions, and between VEDS and State data elements; the identification of a State's ability to provide data related to each VEDS data requirement; and the quality and accessibility of VEDS data. (PN)

This monograph focuses on the design of accessible industrial education facilities for individuals with physical disabilities. In chapter 1 accessibility is defined, and three significant pieces of federal legislation regarding the equality of educational opportunities for special needs populations are discussed. The role of industrial education in mainstreaming students with physical handicaps is also addressed. A modification system for improving the interface between the learner and the built environment is then described in detail. Each of four sections in the system--system inputs, process of making safe modifications, system outputs, and evaluation--and their major elements are considered. Chapter 2 focuses on facility modifications to consider when improving the interface. The following kinds of modifications are discussed: maneuvering in space, approaching machines and equipment, obtaining tools and supplies, transporting tools and supplies, manipulating controls, and facilitating communication. (YLB)

This report chronicles the continuing joint efforts of several state research coordinating units (RCUs) and the National Center for Research in Vocational Education between July 24, 1979, and February 1, 1982, to develop multi-state, multi-year programs of study. These activities are summarized: general planning of the collaborative studies; preparing for RCU involvement; developing coordinated plans for each program area; sharing coordinated plans with the RCUs; further planning in one of the study areas (vocational education effectiveness); communicating progress and monitoring status; release of request for proposal; continued planning during the Sixteenth Annual Conference of the National Research Coordinating Unit Association; Telephone Conference on September 22, 1981; related developments during the fall 1981 meeting of the Southwide Research Coordinating Council; and reviews by mail and telephone conference of instruments for use in vocational education effectiveness.
study. Appendixes, amounting to over one-half of the report, include synopsis of three priority problems selected at general planning meeting (youth unemployment: education/work connection, validating vocational education effectiveness and assuring relevance of vocational programs, and vocational education accessibility to adults), correspondence, agendas, and requests for proposal for developing a model to measure secondary vocational education programs in Oregon. (YLB)

A follow-up study of Minneapolis Community College (MCC) initiates to Phi Theta Kappa (PTK), a national honorary fraternity for community colleges, was conducted to ascertain information on students' educational and employment experience since initiation and to obtain suggestions for additional courses and ways in which education at MCC could be improved. In spring 1982, surveys were sent to all 142 students who had joined the fraternity between fall 1979 and fall 1981. Survey findings, based on responses from 53.5% of initiates, included the following: (1) 50% of the respondents had earned an associate degree and 22.4% were still taking classes when surveyed; (2) while at MCC, 29% of the respondents were liberal arts majors, 17.1% were business majors, and 14.5% were enrolled in the chemical dependency specialist program; (3) 71.2% of the PTK students had continued their formal education after leaving MCC; (4) 47.5% of the respondents were employed full-time and 27.1% were employed part-time; (5) the median monthly salary for those working full- or part-time was $1,184; (6) in comparison with MCC graduates as a whole, fewer PTK students were employed full-time, satisfied with their jobs, working in their field of study, and employed in permanent positions; (7) respondents mentioned the need for additional foreign language and computer courses at MCC; and (8) the quality and accessibility of faculty and the college's attractiveness and convenient location were seen as MCC's main advantages. (HB)

The paper describes vocational education approaches designed to prepare severely handicapped students for nonsheltered, meaningful work. Training is cumulative, beginning with early childhood training and continuing through middle school, high school, and transition stages. Ecological strategies are advocated to match characteristics of non-school training sites (opportunity for interactions, adequate accessibility and space, access to transportation, access to other community resources) to student characteristics. Procedures involved in securing training sites are noted, including making initial contacts with community businesses, writing a training agreement, and maintaining and expanding non-school vocational training sites. Emphasis is placed on the opportunity for
longitudinal vocational instruction, individual adaptations to enhance maximum participation, and systematic vocational instruction. Appended are samples of a student profile, an initial contact form, an information sheet, an initial meeting form, a site evaluation form, a training agreement form, and a parent permission form for community job training placement. (CL)

Prepared to help school administrators and theatre arts teachers establish and maintain a safe environment for the actors, technicians, and audience members who participate in educational theatre programs, this guide is divided into two major sections. The first section presents administrative guidelines covering recommended procedures, teacher responsibilities, theatre accessibility, field trips, and facilities and equipment. The second section, recommended for duplication and distribution to students, covers theatre safety, including general regulations, clothing and personal protective equipment, fire protection, ladders, tools and machinery, rigging, lighting, paint, silk screen painting, and makeup. An appendix lists titles available from the Center for Occupational Hazards (New York). (JL)

This manual contains supplementary information for use by instructors who teach consumer education and resources management to physically handicapped students in regular classes. It is subdivided according to typical consumer education topics and handicapping conditions. Addressed in the individual sections of the manual are the following topics: the American economic system, consumer protection, legal rights of consumers, budgeting, housing, transportation, clothing, food shopping and selection, food preparation, restaurant utilization, insurance, social security, and recreation. Each chapter contains information geared to individuals with one or more of the following disabilities: physical disabilities, epilepsy, mobility impairments, visual impairments, and hearing impairments. Appended to the guide are a housing accessibility checklist, sample letters of eligibility to travel, a literature review, and a list of resources. (MN)

A study examined the nontraditional adult vocational education practices and programs in Oklahoma that were designed to overcome one or more of the barriers to adult enrollment and increase the number of adult participants in vocational education. Following a mail survey to all adult vocational education institutions in Oklahoma, researchers identified 47 such practices/programs. Of these, 13 were perceived as promising to
increase accessibility for adults in vocational education. The following seven practices/programs were found to be transportable: summer school open-entry/open-exit secretarial training, transporting postsecondary students, the Industry Measurement Program, The Nontraditional Occupational Training Program for Women, child development and day care services for adults enrolled in day programs, the Small Business Management Program, and open-entry/open-exit for adults programs. Recommendations included calls for local research studies to investigate barriers to enrollment in adult programs; to develop a program to collect, evaluate, and disseminate nontraditional adult vocational education practices and purposes in Oklahoma; and to conduct a followup study to validate the accessibility and transportability of selected programs and practices. (Appended to the report are the survey instrument as well as information concerning the transportability of various promising practices and programs.) (MN)

Results are reported from a study designed to determine what kinds of additional parent education and support services, if any, are needed in the community of Edmonton, Alberta, Canada. Following a brief introductory chapter of the study's overview, chapter 2 specifies the study's parameters and reviews the literature pertaining to the various kinds of parent education options and their relative benefits. Chapter 3 outlines the research methods and describes the samples of parent education agencies, professionals, and parents who participated in the survey. A description of parent education services in Edmonton during the period of July 1981 to July 1982 is presented in chapter 4. The next chapter examines the need for additional parenting education as identified by parent education agencies, professionals, and parents, and discusses factors affecting the accessibility and attractiveness of parent education services in Edmonton. Chapter 6 clarifies who has the jurisdiction to ensure the provision of required parent education services and to fund these services. Finally, chapter 7 summarizes the research findings and presents recommendations for future directions. Related materials, including forms of questionnaires used, charts, and data tables are appended. (MP)

Programs must be designed to remove barriers to equitable vocational education. Barriers to such programs are erosion of public and special interest group confidence in the educational system; lack of systematic student services; and lack of mutual awareness, communication, and cooperation between vocational and general educators. To remove barriers, adequate funds must be available to distribute by efficient
methods. Local involvement and endorsement are also required. Vocational educators must work with parents and family members who influence career decisions to change attitudes toward vocational education. Career assessments are a practical strategy to recognize interests and aptitudes. Vocational education linkages with federal agencies could help coordinate efforts. Accessibility in rural areas could be increased by school districts' cooperation. Additional funds would ensure more programs, vocational counseling, and access to health and social services. Research and development strategies for elimination should focus on new program designs, competency-based modular instruction, basic skills development, and work experience. Successful removal of barriers to equity relies on focusing awareness on problems of inequity, providing corrective pre- and inservice personnel education, refining the curriculum, developing innovative teaching/learning materials and techniques, providing vocational guidance services, implementing career education, providing necessary facilities and equipment, and adequate funding. (YLB)


The economic, social and educational needs of rural youth in England and Wales are not being met. Rural youth are defined as all young people between the ages of 10 and 25 living in areas more than 30 miles from towns of 250,000 inhabitants, or 20 miles from towns whose population is between 50,000 and 250,000. The rapid decrease in the agricultural workforce, due to mechanisation and the increased skills level required of farm workers, has caused a high level of unemployment for young people in rural areas, leaving them little choice of high level job satisfaction in their own communities. Lack of accessibility to community resources, based on poor public transportation and decreased car ownership, has caused disadvantages to rural youth in traveling to leisure and social events, work sites, and schools. Low levels of educational attainment have come about because of disadvantaging family circumstances, such as low income, poor housing, social stress, and low educational aspirations, as well as the factor of remoteness. Serious attention from local governments and policy makers, and especially from the Youth Service, is needed so that the neglect of rural youth can be acknowledged and corrected. (JD)


In an effort to establish priorities for long- and short-range planning, Palo Verde College (PVC) administered the Educational Testing Service's Community College Goals Inventory to all PVC faculty and administrators, 20 community residents, five trustees, and approximately 200 students. The inventory asked respondents to rate the importance of 105 goals both in terms of existing and ideal conditions. Three kinds of goals were
considered: (1) outcome goals, relating to issues such as general education, intellectual orientation, lifelong learning, personal development, remedial preparation, and community services; (2) process goals, relating to issues such as student services, staff development, innovation, accessibility, and accountability; and (3) goals relating to college-specific problems, such as parking and child care services. Findings, based on responses from 12 instructors, 78 students, seven administrators, three trustees, and ten area residents, were analyzed to determine those areas with the highest discrepancy between existing and ideal conditions. The study report details the survey results and enumerates the activities undertaken by PVC with respect to the 19 areas that received high discrepancy ratings, including vocational preparation, counseling, humanism/altruism, effective management, on-campus access to upper-division study, secure parking, and basic skills instruction. (JP)


The nine author contributed chapters are intended to provide a basic introduction to the rationale and processes of mainstreaming handicapped children. The first paper, "The Whys and Hows of Mainstreaming" by T. Tice, provides a philosophical examination of the basic principles of P.L. 94-142, the Education for All Handicapped Children Act, and its counterparts in Canada and England. In the second chapter, "Mainstreaming and the Myth of Equality," K. Okun examines the historical exclusion of handicapped pupils from general education classes, the rise of special education, and issues that arise when equal educational opportunities are sought for all children. Next, C. Vergon and J. Ross consider "Educating Handicapped with Nonhandicapped Children--The Legal Foundation for the Least Restrictive Environment Concept" through a summary of the law's terms and provisions and the possibility of a national policy on education for handicapped persons. R. Jones, et al. examines the potential for modifying attitudes of school personnel toward mainstreaming and suggest directions for future research in the area of attitudes and attitude assessment in their paper entitled "Attitudes and Mainstreaming--Theoretical Perspectives." M. Trippe and L. Choksey in "Accessibility and Barrier-Free Design" stress architectural accessibility as a life span developmental need of the general population as well as the handicapped. "What We Know About Mainstreaming from Experience" by N. Zigmond and J. Sansone gives a description of different mainstream arrangements and the necessary conditions for success. R. Bruininks and V. Bruininks look at institutionalized children and youth and the educational responsibility of their local school districts in a paper entitled "Deinstitutionalization--Implications for Special Education." The last two chapters stress practical aspects of mainstreaming. They are: "Organizing the School's Social Structure for Mainstreaming" by D. Johnson and R. Johnson and "Self Management in Classrooms--Implications for

One of a series of instructional booklets designed to introduce adult education program planners to the basic concepts integral to and alternative strategies for conducting needs assessments, this instructional booklet deals with determining where to find information for use in conducting needs assessments. Described first is the relationship of the process of determining where information can be found to the entire needs assessment process. Next concepts and processes are set forth for locating representative authority groups from institutions and associations as well as independent individual authorities. Following a discussion of the concept of target population, basic steps are provided for identifying and describing a representative sample of the target population for a needs assessment. Examined next are the basic types of printed information as well as their accessibility in relation to given needs assessment undertakings. (MN)


The booklet provides information and resources for cultural organizations and institutions interested in making the arts accessible to deaf citizens. Preliminary information includes a discussion of deafness in America and the deaf in the history of the arts and notes that the era of silent films was the golden age of cinema. Listed are 36 theaters of and for the deaf as well as 18 hearing theaters with accessibility for the deaf. Also considered are television shows with deaf characters, entertainment programs for the deaf, news programing, the deaf and educational television, closed captioning, and videodiscs. Brief sections discuss resources for deaf dance as well as music and the visual arts. Museums offering interpreted tours and/or special programs for the deaf are listed. The booklet's suggestions for improving arts accessibility include involving the staff in awareness training, developing a deaf audience, and designing programs which consider visual cueing, lighting, fire and emergency warning, acoustics, and hearing amplification. Sources of design information are noted. Finally, resources are given for locating deaf people in the community, locating deaf artists, and reaching deaf audiences. (DB)


This index is divided into two sections: an Index on Federal Regulations and an Abstracts section of Court Cases and Administrative Decisions. Section 1 provides a topic index and comparison of contents and
coverage of 16 federal departments with regulations established as of August 1981. Presented in tabular form, this index shows major topics and subtopics; in alphabetical order, names of each federal department whose regulations are cited; Federal Register volume numbers, dates, and Codes of Federal Regulations; specific regulation sections or "part numbers"; and "subpart numbers." Seven topics are covered: Administrative Requirements; Assurances; Discrimination; Education (all but postsecondary); Education--Postsecondary; Employment; Health, Welfare, and Social Services; and Program Accessibility. An appendix lists federal departments with regulations, guidelines, or requirements. Section 2 provides short summaries of court cases (1976-81) and administrative decisions relating to discrimination of persons with disabilities and to compliance with federal and state laws. The format for administrative decisions is topic, plaintiff/defendant, court, reference, and synopsis. Court cases are listed by eight topics: Administrative Requirements, Complaints, Definition of Handicap, Discrimination, Education, Employment, Institution vs. Community Placement, and Transportation. Cases within topics are listed in chronological order. Other information provided includes the plaintiff/defendant, court, reference, and synopsis. A glossary is appended. (YLB)


The handicapped student services model described in this paper provides students at De Anza College with a full, balanced range of services and instruction. After an introductory section, the paper describes the strategic planning process and identifies the three strategic decisions that influenced the development of De Anza's handicapped services program: (1) to provide a full range of services and programs; (2) to maintain a balance between service and instruction; and (3) to establish a Special Education Segment of the college. The next section enumerates the student needs addressed by De Anza's program. Next, the paper mentions some of the special aspects of the handicapped program, including the physical and psychological accessibility of the services and instruction and the special classes and services offered. After the paper examines the program's income formula, which provides flexibility and self-sufficiency by relying as much as possible on regular average daily attendance income, it lists areas in which De Anza provides special instruction. The next section begins by identifying the advantages of the Special Education Segment being one of De Anza's four major units and continues by describing the six components of De Anza's program: Physically Limited Services, Adaptive Remedial Physical Education, Educational Diagnosis Clinic, Hope-De Anza for developmentally disabled students, Adaptive Geriatric Education Program, and the Physiology Lab. In conclusion, the paper reviews the elements critical to the program's success. (AYC)
Cotler, S. R. (1981). Construction Guidelines and Specifications. Modifying the Existing Campus Building for Accessibility. District of Columbia: 103. To address problems that the campus faces when attempting to make facility modifications that meet federal handicap accessibility requirements, this guidebook gives guidance on requirements and methods of "retrofitting" that meet the mobility needs of the disabled. Seven chapters discuss modifications to site, entrance, doors, interior circulation, restrooms, drinking fountains, and special spaces. Each chapter is further divided into three sections. The first section uses a mandatory evaluation requirements checklist, drawings, and text to aid in evaluation of existing facilities to see if they provide accessibility for the disabled. The second section presents architectural construction drawings as solutions to common problems found in existing facilities. The drawings can also be used in new construction. The third section includes architectural specifications. An appendix discusses useful tools and procedures for the facility survey. (DCS)

Cotler, S. R. (1981). Modifying the Existing Campus Building for Accessibility: Accessible Products Catalog. District of Columbia: 127. This catalog is intended to assist architects and college administrators to select products that help physically handicapped people lead lives free of architectural barriers. The product information, obtained directly from the manufacturers, is listed on comparative matrix sheets, that can be used to achieve the design recommendations. Products of a proprietary nature are listed towards the end of the catalog and are referenced to their appropriate categories. The catalog layout generally follows the major divisions of the Construction Specifications Institute design criteria. A list of manufacturers is provided. Products include: handrails, exterior doors/entrances, accessible thresholds, power operators for doors, power assists for doors, manual door closers, door handles and panic devices, anti-slip floor coverings, kitchen appliances, kitchen sinks, lavatories, toilet seat risers, towel dispensers, lever or blade faucets, mirrors, prefab shower compartments, shower fixtures, shower and bathtub seats, signage, laboratory equipment, classroom equipment, swimming pool lifts, telephone enclosures, furniture, elevators, vertical wheelchair lifts, inclined wheelchair lifts, water coolers and fountains, van modification, accessible buses with lifts, and telephone typewriters. (GLR)

education and training for the professions, providing for study at the highest intellectual level and for development and evaluation of basic and applied research, and providing service to the community. In addition, the following topics are considered: accessibility, academic standards, and the inseparability of teaching and research/scholarship. It is stressed that these objectives cannot be dissociated from funding. Models postulated in the Report are examined against the background of the past decade. It is suggested that only Model 1a, which allows for modest real growth, would make it possible to enhance the ability of the University system to meet its recognized objectives, but even this model would do little to repair the damage of the past years’ financial constraints as expressed partly by the deterioration and obsolescence of scientific equipment and weakened library holdings. It is suggested that the role of any system structure would be to promote advice to the government on the needs of the universities in the context of provincially-defined objectives, and to monitor the actions of universities in relating their plans to provincial objectives. The need for cooperation among colleges and at the provincial level is noted, and it is suggested that the Council of Ontario Universities continue its role as a consultative advisory body. (SW)

Davila, D. (1981). Administrative Supports Necessary to Insure Faculty Commitment: The Learning Resources Center of Passaic County College Model for Delivering Library Services to the Faculty and Students in the Institution's External Program. New Jersey: 15.

Information is provided on the library support services offered to faculty and students in Passaic County Community College's (PCCC's) External Program, which offers a variety of credit and non-credit courses at five Extension Centers located throughout the county. After introductory material, the paper describes the administration, offerings, faculty, students, and locations of the External Program, and the philosophy and services of PCCC's Learning Resources Center (LRC). The next sections discuss the relationship of the LRC and External Program and specify the resources and services available to students and faculty through a cooperative agreement with public libraries in the areas where the Extension Centers are located. Under the agreement, the LRC administers an annual allocation to participating libraries that is half of the LRC budget for books and other library materials. Participating libraries are responsible for lending library materials, providing reference services, making audio-visual equipment and films available, and receiving course-related materials. The LRC provides materials to supplement the libraries' collections, processes purchases, and assists with specialized reference. Next, the paper discusses the accessibility of resources and information to External Program faculty and students. After describing the management, personnel, and finances of the library support system, the paper concludes with a brief discussion of plans for PCCC's library services. (HB)

Presented at a symposium instigated to improve the accessibility and usefulness of educational technology, the five invited papers presented in this proceedings deal with various aspects of information systems and their relationship to each other. Topics covered were "Educational Technologists as Consumers of Educational Information", "Information Services in Practice", "The Use of Query in Multi-facet Indexing of Information Materials", "The Exeter Abstract Reference System in Higher Education", and "Qualified Citation Indexing--Its Relevance to Educational Technology." Each paper is accompanied by an invited structured response. Also included in the report are responses of participants invited to complete a practical exercise on identifying individual needs in information retrieval, and summaries of the discussions pertinent to that exercise, and to the theme of the symposium. (MER)


The aim of this study was to describe and compare the socio-economic factors that can be expected to influence the education system in Portugal, where urbanization has been very slow. The report examines basic needs in Portugal's 18 districts and makes recommendations about resource allocation to planners of adult education programs. Extensive tables and graphs provide data, by district, on population; substandard housing; number of inhabitants per physician and per hospital bed; health index based on child mortality and maternal death rates; index of accessibility based on kilometers of road and population density; access to culture via radio, television, libraries, and museums; and participation in trade unions and elections. A physical quality of life index based on infant mortality, life expectancy, and illiteracy rate is also provided. Several models are presented that explore the relationships among these indicators and both adult literacy and school enrollment. Trend analysis is used to predict literacy rates for each district in the year 2000. The districts are then grouped according to socioeconomic development characteristics and prioritized with regard to need for adult education activities. Having demonstrated the interrelationships between various development variables and education, this report recommends that the most needy districts receive an integrated program providing resources to improve housing, health, infrastructure, industrial or agricultural production, and literacy. (SV)

Illinois: 177.

Intended to assist Illinois educational personnel to provide vocational education services for students with physical disabilities, the handbook’s eight sections focus on program and facility modification to accommodate physically disabled students in regular vocational education programs. Section I introduces the topic, provides an historical perspective, and describes the "Accessibility Decision Making" model. Section II describes specific disabling conditions: hearing and vision disabilities, disabilities of the nervous system, musculoskeletal disabilities, other health disabilities, and multiple disabilities. Section III, on assessment of the physically disabled student, considers teacher made assessment instruments and assessment by interview and observation. The next three sections offer specific guidelines and diagrams for accessibility to school buildings, vocational labs, and equipment. Section VII provides suggested techniques for teaching physically disabled students with hearing disabilities, visual disabilities, orthopedic disabilities, and consciousness disabilities (usually epilepsy and diabetes). The final section provides a listing of resources including materials in print; organizations; equipment suppliers; Illinois agencies (concerned with vocational education, special education, and rehabilitative services); and funding sources. Also included is a booklet containing a condensed version of the Accessibility Standards developed by the Capital Development Board under Public Act 79-978, "Facilities for the Handicapped Act". (DB)


Many technologies besides microcomputers and videodiscs have been and are being used effectively in education, and this article provides an overview of the current utilization of a variety of educational technologies. Existing technologies are categorized according to their accessibility, whether used locally or over a distance, and their capability, whether primarily audio and audiographic, computer, or video. The technologies and their typical applications are explored, using an approach which follows the developments in hardware and their uses in education. Audio and audiographic technologies discussed include radio and audiotapes, telephone, three categories of telewriters, slow-scan television, facsimile, and educational telephone networks. Computer-related topics include expenditures for computing, trends in computer hardware, availability of computers, computer-based instruction, course materials, small and large-scale evaluations of computer-based instruction, computer-assisted testing, and computer conferencing. Video technologies described include broadcast television, Instructional Television Fixed Service systems, satellites and cable systems, video recording media, and evaluation study results. An extensive 68-item reference list is included. (LMM)

The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers adult consumer and homemaking education (KC)

Griffin, W. P. and K. K. Clayton (1981). Elementary Consumer and Homemaking Education. Standards for Vocational Home Economics Education. Texas: 206. The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs, and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major topics: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of standards contains an explanatory handbook and the standards for that level. This document covers elementary consumer and homemaking education. (KC)

Griffin, W. P. and K. K. Clayton (1981). High School Consumer and Homemaking Education. Standards for Vocational Home Economics Education. Texas: 206. The Standards for Vocational Home Economics Education were developed to maintain quality and to encourage excellence in vocational home economics education programs at all educational levels among the states and territories of the United States. The Standards are designed to be used by teachers, local supervisors, teacher educators, state staffs, administrators, and others interested in and concerned with developing and/or improving vocational home economics education programs. In the Standards, special attention is given to the following areas: integration of Future Homemakers of America into the home economics program; elimination of sex bias; accessibility of vocational home economics programs to all persons; development of outreach programs; and consideration of energy, nutrition, and consumer economics. In addition, special populations (the disabled, persons from various cultures, the economically disadvantaged, and single and school-age parents) are emphasized. Standards were developed for seven major areas: philosophy, advisory council, funding, administrative/supervisory staff, instructional staff, instructional program, and curriculum. Nine sets of
standards (see note) cover these topics in either consumer and homemaking education or occupational home economics on various educational levels. Each set of Standards contains an explanatory handbook and the Standards for that level. This document covers high school consumer and homemaking education. (KC)


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An overview is presented of vocational education in Hawaii. The first two sections define vocational education and contrast it to employment training, emphasizing the need for coordination between secondary and postsecondary programs. Noting the impact of federal funding laws, the next section describes the composition and responsibilities of the state boards, councils and offices concerned with vocational education in Hawaii and the relationships among them. The federal role in vocational education is covered next and significant federal legislation in the field is reviewed since 1972. The accomplishments of vocational education are then illustrated in terms of steady enrollments, program completions, employer satisfaction, sex equity, and professional personnel training. The following section examines the challenges for vocational education in the 1980's. These include fiscal austerity which may require the curtailment of programs, support services and expansion; the role of vocational education in solving national problems of unemployment, poverty, and social dislocation; increasing accessibility to programs; outreach to populations not yet served by vocational education; achieving equity in programs; and new demands for professional development activities. The report provides data tables and charts throughout. (KL)


Designed to help career counselors and placement center staff at universities and community colleges reduce the impact of the employment barriers facing students with physical disabilities, this manual contains
discussions of five career center service areas as well as a rationale for developing special services. The first section presents a profile of disabled students as minority group members and outlines the basic goals of special services and factors affecting their development. Topics discussed in section 2 include developing awareness, detecting negative attitudes, and identifying attitudes in the practices of counselors. After a brief summary of section 504 of the Rehabilitation Act of 1973, career center accessibility, a model program for students with visual disabilities, and funding and resources are described. Unit 4 contains discussions of employer attitudes, three model programs, facts to use when contacting employers, and compliance with the law. Discussed in the unit on the community are networking, network participants, and various agencies serving disabled students. The final unit presents 10 recommendations for providing specialized information and services to disabled students in accordance with section 504. (MN)


Within the field of child welfare a style of practice has evolved among social workers in small communities and rural areas that captures some of the essential elements of case management, prevention, and early intervention. The practice style represents an adaption to contextual factors in rural areas which include: (1) greater geographic distances to travel to clients; (2) social structures and power bases differing from urban areas; (3) scarcity of formal resources; (4) greater accessibility of local community resources; (5) a sense of powerlessness over policies made in urban centers; (6) high visibility of social workers; (7) extended role demands covering a wide range of problem-solving activity; and (8) separation from professional support systems and traditional agency supports. Practice in rural child welfare settings can promote family empowerment by utilizing parenting adults as primary decision makers, focus on social and ecological factors, link nonprofessional helping systems to families, perform multiple roles, achieve effectiveness indirectly, understand and link with available resources, utilize team work and orchestrate multiple-helping systems, and address educational needs of professional peers and the community. (JW)

Houston, C. A. (1981). Community College Goals Inventory (CCGI). Virginia: 25. The Community College Goals Inventory (CCGI) was used to gather comparative data from faculty, administrators, staff, lay advisory members, and college board members at Virginia Western Community College (VWCC). CCGI's 90 goal statements, which are grouped into 20 goal categories and a miscellaneous category, and an additional 18 local statements were rated by respondents in terms of existing importance (Is) and desired importance (Should Be). Results of the VWCC study, based on a 66% response rate from the 219 individuals surveyed, included the
following: (1) goal areas with the highest discrepancies between Is and Should Be ratings were college community, intellectual environment, faculty/staff development, effective management, intellectual orientation, and personal development; (2) goal areas with the smallest discrepancies included accessibility, social criticism, cultural/aesthetic awareness, and freedom, which respondents felt Should Be of low importance; (3) overall, higher discrepancies were found in the Is and Should Be ratings of "process" goals, which relate to internal campus objectives such as management or staff development, than in the ratings of "outcome" goals, which refer to specific educational objectives such as developmental/remedial preparation. The study report details methodology and findings, and includes data tables and a brief research summary and the local goal statements added to CCGI. (KL)

Equity in vocational education is of concern for the 17.5 million handicapped persons (ages 17-65) who are potential beneficiaries of vocational education. Handicapped persons meet inequities and barriers of all types, such as architectural, societal, and communication. For equity in vocational education to have genuine relevance for handicapped persons, there must also be equity in employment. Unfortunately, inequities they face in employment are too numerous and complex to be resolved without government intervention, which has come all too slowly. To ensure equity for the handicapped in vocational education, certain issues must be addressed, including compliance with state and federal laws, availability and accessibility of comprehensive vocational education, least restrictive environment and mainstreaming, making individual and programmatic accommodations, policymaking, equity in vocational education funding, preparation of vocational education personnel to teach the handicapped, and need for revision of curriculum materials for fair representation of handicapped persons. (YLB)

This compendium of four mini-projects carried out by a special task force of the National Association of College and University Business Officers (NACUBO) addresses policy and management issues related to providing accessibility to handicapped students in higher education. Topics range from executive policy decisions on compliance with federal accessibility mandates to operational procedures for responding to specific accommodation requests. The compendium is comprised of four sections: Section 1 was developed from a series of site-visit interviews with senior-level decision makers, faculty, staff and handicapped students at six colleges and universities. It contains an overview of accessibility issues and problems that require attention, a discussion of how accessibility
considerations can be incorporated into a planning and budgeting process, and a set of guidelines for assessing specific accommodation requests; Section 2 reviews 16 national data bases that describe the handicapped population in the United States and contains summary charts of the characteristics revealed. Section 3 describes the results of a survey that NACUBO mailed to a stratified sample of 944 of its member institutions concerning trends in accessibility expenditures and number and types of handicapped students served; and Section 4 lists adaptive education equipment by impairment (such as hearing or mobility) and then by function (such as writing or speaking). The document contains an index, equipment source list, and lists of information resources and services available to handicapped students. (GLR)


The role of state-level goals in providing a framework for assessing the performance of postsecondary education in Georgia is considered. The effort of the Governor's Committee on Postsecondary Education in developing goals and indicators of goal achievement and in analyzing performance is described. The Committee developed a set of goals and objectives, and the reactions of government employees, school and college staff, business and industry representatives, members of occupational and professional associations, and citizens were elicited through survey responses and public hearings. Tentative identification of indicators of how well an objective was achieved was undertaken by five task forces consisting of representatives from the various sectors. From the suggestions, the Committee developed a list of 116 indicators for statewide review. Further refinement was achieved and eight goals were established in the areas of individual development, diversity and accessibility, responsiveness, excellence, effectiveness and efficiency, and public awareness. These were accompanied by 30 objectives and 96 indicators. The strengths of the process pertain to its comprehensiveness and relative objectivity. Additionally, the interrelatedness of various goals, objectives, and indicators can be more easily recognized and considered when assessment activities are based on a comprehensive goals statement. Weaknesses of the approach include the size of the task of making such an assessment and inadequate information to assess certain goals and objectives. Overall, the process is more effective at identifying problems than with coming up with detailed solutions. However, the objective identification of problem areas is a contribution to the problem-solving process. (SW)


Chapter 3 in a book on school law discusses a few of the many issues in the area of education for the handicapped which are being litigated in courts and agencies throughout the United States. Specifically, the
chapter covers litigation regarding the application of the Education for All Handicapped Children Act, referred to as Public Law 94-142, and Section 504 of the Rehabilitation Act of 1973. Section 504 contains numerous regulations applying to employment practices, program accessibility, education at all levels, and to certain health, welfare, and social services. Cases cited and discussed include (1) whether a private college must furnish an interpreter for a deaf student; (2) whether a student with a hearing disability must be accepted into a nursing program; (3) whether standardized tests can be used to measure intelligence; (4) whether certain services required by handicapped students are "related" or "medical" services; and (5) whether handicapped students can be expelled. (Author/MLF)

The directory lists sources of information regarding the education of handicapped and gifted children. Title, address, contact name, phone number, and brief descriptions are given for sources in the following areas: general information; statistical/incidence/demographic; training and manpower; curriculum; child use instructional materials and nonprint professional materials; technical assistance, model programs, validated practices, and improvement of practice; research and development; handicapped consumer/advocacy organizations; exceptionality specific organizations; parent information; facilities/accessibility; finance; legal resources; testing; marketing/commercial; the literature (databases); and program/service directories. (CL)

A case study of Sullins College, which in 1975 requested that the state of Virginia investigate the feasibility of incorporating the college into the state's public higher education system, is presented. This small, private, two-year college in southwest Virginia had been struggling for several years to maintain its small enrollment. Historical information about the predominantly women's college, its environment, enrollment trends, and financial conditions are briefly examined. The college's request to the state occurred at a time when the public institutions were competing actively for a diminishing share of state revenues, and state takeover of Sullins College might have prompted other private colleges facing difficulties to make similar appeals. Additionally, some state-supported institutions already had surplus student space. The focus of the feasibility study was institutional accessibility in terms of demographic trends, accessibility to programs of study in the region, and the costs of acquiring Sullins College. The alternative to defining Sullins College's mission in terms of the traditional two-year or four-year liberal arts curriculum and regional
audience was to focus on a specialized curriculum aimed at a broader potential student population than that of the greater Bristol region. Three alternative uses of Sullins College were examined: a state school of the arts, a middle college, and an early admissions college. The state decided against the acquisition of Sullins College. Wellmore Coal Corporation purchased the college and planned to use the facilities as a cultural center and a private day school. (SW)


The issue of providing access to alternative college programs for adult students through evaluation of institutional accessibility and development of appropriate responses is addressed in six articles. Barriers that adults experience in the admissions process and in completing college programs are identified by Thomas Taafee and Thomas M. Rocco in "Access to Higher Education for Adults." In "Campus Planning of Adult Degree Programs," Lawrence R. Murphy considers program design and delivery, program finance and administration, program approval and implementation, and evaluation and outcomes. Guidelines for choosing or developing needs assessment procedures and instruments are presented by Ronald H. Miller in "Needs Assessment." In "Promotion and Publicity Encourage Access," Elza Teresa Dinwiddie considers use of the media, advertising, community relations, mailings, and assessment of promotion/publicity efforts. The potential and limits of interinstitutional linkages as a means to locate programs in the community to increase access for adults are addressed by William M. Craft in "Access and Interinstitutional Linkages." In "Resources," Kathleen Brouder identifies organizations, ongoing projects, and institutions engaged in one or more activities that might be of interest to policy-makers and program planners/administrators concerned with widening access for the adult learner. Bibliographies accompany the articles, and a foreword by K. Patricia Cross is included. (SW)


Issues pertaining to the application of educational technology in higher education are considered. Educational technology has been applied successfully in reaching the geographically remote in several jurisdictions, including Canada, and it has been important in giving adults a second chance at a university education. Claims have been made that it also can reach the psychologically remote (i.e., the unmotivated). To increase accessibility to higher education, Canadian universities have offered to a limited extent courses via broadcast television or videotape. An alternative to off-campus centers and television courses for the geographically remote is the correspondence course. Other techniques include telephone networks and the audiotape cassette. Britain's Open University was the
prototype for making university level work accessible to those who missed their first chance to attend. Views concerning the application of electronic programmed learning to reaching the unmotivated and potential dropouts are addressed. It is suggested that while there have been numerous demonstrations at various North American and European centers that the application of technology in higher education can be used to reach some of those who have been traditionally excluded. Serious questions remain about whether the quality of programs is improved by the application of technology, whether innovation of this type is possible except in a few centers, given the resistance by many conventional institutions. A bibliography is appended. (SW)


This document presents recommendations made to the Administration and Congress concerning future federal funding for vocational education and the staff report reviewing the federal role in vocational education. Part A lists recommendations for federal funds: (1) limitation to appropriations furthering the national interest, (2) use for program improvement and innovation, (3) use at secondary school level for remedial programs for raising functional literacy and employability, (4) use at postsecondary level for increasing accessibility to disadvantaged, (5) establishment of same requirements as for other programs, and (6) reaffirmation of sex equity. Chapter 1 of the report discusses federal interest in vocational education as indicated in the Vocational Education Act and by economic analysis. A summary follows of recent Commission research on the labor market effects of secondary vocational education and postsecondary training, comparing and contrasting results with those found in other studies. Chapter 2 reviews federal interest in occupational information, discusses strengths and weaknesses of techniques used in occupational forecasting, and considers vocational education's role in occupational labor markets. Chapter 3 examines coordination to determine legislative changes to facilitate linkages between the Comprehensive Employment and Training Act and vocational education programs. Concerns include developing a common goal, funding, joint planning, involvement with other organizations, and personnel interaction. (YLB)


The booklet reviews Federal and New York State efforts to ensure that school programs are accessible to handicapped students and presents guidelines for making existing facilities, services, and activities accessible. The requirements of Section 504 of the Rehabilitation Act of 1973 and the
Education for All Handicapped Children Act are reviewed in the first section. The second section considers the needs of handicapped and nonhandicapped students and of classroom teachers. Alternatives in making buildings and programs accessible touch upon redesigning equipment, reassigning classes or other services, and assigning aides. The booklet concludes with detailed specifications and standards for accessibility. (CL)


This report summarizes memoranda issued by the Department of Education's Office for Civil Rights to clarify policy applications of Title IX (Education Amendments of 1972), Title VI (Civil Rights Act of 1964), and Section 504 of the Rehabilitation Act of 1973. Cases discussed in reference to Title IX concern discrimination in athletic programs, sex bias in the Comprehensive Test of Basic Skills, and the provision of child care by a college for the children of female students. Cases discussed in reference to Title VI concern counseling for limited English speaking students, possible discrimination in counseling leading to disproportionate minority representation in vocational education programs, and college or university quotas for foreign students. Finally, cases discussed in reference to Section 504 concern evidence for discrimination, obligations of school districts to institutionalized handicapped children, physical accessibility requirements, overlapping legislation requiring provision of interpreters or auxiliary aids for the hearing impaired, postsecondary institution housing for the disabled, and participation in a university food service program by handicapped students with special dietary needs. (GC)


The manual is intended to help students and professionals in allied health fields find resources for helping disabled students and adults and their families. The first and largest section is a directory of organizations classified according to 15 topics, including advocacy, alcoholism, blindness and visual impairment, child abuse, learning disabilities, state and federal governmental agencies, and mental health and mental retardation. Entries list address, phone number, and a brief description of the organization and its services. Following the organizations directory is an annotated listing of publications (directories, catalogs, pamphlets, and self help guides) in 12 areas, such as accessibility/travel, health care, income support programs, recreation/camps, and sex education. An access guide focuses on advocacy approaches and procedures, and considers such issues as due process, finding services, and negotiation. A
legislative summary concludes the manual with references to major federal laws and regulations affecting the mentally retarded/developmentally disabled population. (CL)


The thrust of federal legislation during the last few years has been to encourage the inclusion of handicapped persons in the mainstream of society and the educational system. Public Laws 94-142, 94-482, and Section 503 of the Rehabilitation Act of 1973, collectively, stress free, appropriate public education, education in the least restrictive environment, access to vocational programs, individualized educational programs, accessibility of facilities and programs, and nondiscriminatory practices for handicapped persons. This manual has been prepared to assist administrators and teachers to implement the provisions of these laws in programs for handicapped students in the secondary schools of Idaho. The manual has been organized in 10 program components to reflect a flow of decision making that proceeds from rationale to program evaluation. Each program component of the model addresses three areas: planning considerations, activities, and evaluation. Material covered in the component sections includes the following: rationale for secondary special education programs; advisory committee formation; assessment of occupational needs; assessment of student needs; assessment of program needs; program goals and objectives; curriculum and instruction; community resources; funding resources; and program evaluation. Appendixes to the manual contain information on data collection techniques, resources for curriculum modification, allowable uses for federal funding for special education and vocational education, and evaluation forms. (KC)


This report traces the successful evolution of Canada's experiments in satellite-based distance education, which provided the framework for Canada's most recent investment in 19 new exploratory projects in satellite communications, as well as a commitment to the accessibility of satellite-delivered television for any Canadian who wants it. The early Canadian experiments in satellite-based education are described, including the first project begun at the University of Quebec in 1976, and later programs at the University of Carleton in Ottawa, the British Columbia Institute of Technology, and the University of Victoria. Also discussed is the growing understanding among Canadian educators of the nature of satellite-based distance education; i.e., how it works, the demands it makes upon designers and instructors and students, the problems it can create and resolve, and the challenge it presents to conventional educational practices. Recommendations based on the
findings of the initial Canadian experiments are offered which pertain to
the preparation of students prior to an interactive session, effective use of
discussion techniques, consideration of the number of students assigned
to a center, and some ideas on what to expect with regard to distance
students’ attitudes towards interaction. (MER)

Kentucky: 58.
This handbook is designed to aid in developing a comprehensive program
awareness effort to disseminate information on availability and
accessibility of vocational programs at local, regional, and state levels.
The first section focuses on developing a regional plan. It provides a
suggested format for developing a county or regional plan and discusses
audience and message. The remainder of the handbook is devoted to
techniques to get the message to the audience. Practical suggestions
and/or how-to-do-it ideas are included for preparing a news release,
broadcasting, photography, open house/tours, brochures, speakers
bureau, community involvement, displays/posters/bulletin boards,
promotional ideas, slide presentations, proclamations,
recognition/appreciation, TEMPO (information dissemination journal for
Kentucky vocational education), journal articles, newsletters or bulletins,
and interaction with other educators. Some samples and examples are
provided. (YLB)

Sonoma State Univ. Rohnert Park CA. California Inst. of Human
These guidelines establish criteria and provide direction to California state
agencies and department personnel on compliance with federal and state
laws concerning the accessibility of programs for persons with disabilities.
Section 1 summarizes legislative mandates and statewide policy. Section
2 overviews the purposes and objectives of these guidelines. Section 3
describes roles and responsibilities of the Office of Statewide Compliance
Coordination, state agencies, state departments, and state employees and
service recipients. In section 4, significant areas are discussed that state
departments must execute to meet the intent of federal and state program
access requirements: assurances of compliance, notification of non-
discrimination, discrimination complaint procedures, program access to
advisory committees, and evaluation of program accessibility. Section 5
focuses on compliance planning and evaluation. A program access plan is
described in section 6. Appendices include a glossary of terms and a list
of departments having federal regulations, guidelines, or requirements.
(YLB)

Sorrells, S. J. (1981). Making the Most of Your Opportunities! District of
Columbia: 5.
The fact sheet, intended for adults and young adults with disabilities, discusses issues to consider in planning for postsecondary education. Readers are urged to assert themselves in the process of planning for and obtaining services. Guidelines for examining career options and personal needs are given as well as practical suggestions for dealing with campus accessibility and transportation features. Students are urged to avail themselves of existing support services, and if they are unavailable, to procure needed services (such as attendants, readers, and taped texts) on their own. Sources of services in the community (such as vocational rehabilitation agencies and centers for independent living) are also discussed. The growing importance of support groups is touched upon. Examples of the kinds of academic adjustments that may be made are seen to include pre-registration, flexibility in class scheduling, test modifications, and special help for students with learning disabilities. (CL)

A survey of professional training programs accredited by the Council on Social Work Education was conducted to determine the degree to which the institutions and programs are accessible to students with handicaps. Responses to a 34-item questionnaire were obtained from 21 to 40 graduate programs, 91 of 230 undergraduate programs, and 20 of 46 combined programs. Approximately 93 percent of the schools reported admitting all applicants, regardless of their disability. However, implementation of institutional and program admission policies was less consistent. About half of the schools indicated having a written admission policy, and about 70 percent reported the use of flexible admission policies either written or unwritten. All but 10 of the schools have a program or service especially designed to assist students with visual impairments. A majority of the reporting programs have made an effort to develop social programs and services for social work students with handicaps. Challenges facing students with auditory handicaps include: no telephones with amplifiers at about 42 percent of the schools. Nearly 80 percent indicated that entrance ramps are available for half or more of their buildings. Information is also presented on designated parking, curb cuts, living areas, elevators, libraries, and other architectural features. Recommendations include providing information about accessibility features in catalogs and publications and expanding an active human services program for handicapped students. (SW)

The Coordinating Board of the Texas College and University System’s annual report and statistical supplement provide data on a variety of issues. The annual report addresses the following areas: 1982-1983
legislative appropriations; average budgeted faculty salaries for Texas public senior colleges and universities and community junior colleges; funding for research; postsecondary educational planning; review of doctoral programs; approval of new degree programs; transfer of credit among junior- and senior-level institutions; certification and accreditation; new programs in the health professions; family practice residency training; funding for health programs; financial aid opportunities; state-federal grant programs; facilities planning; campus construction and property acquisitions; and accessibility to the handicapped. Appended materials include information on actions (e.g., approval, disapproval) regarding institutional programs by institution and level, a bibliography of Coordinating Board publications, and data on Coordinating Board expenditures. The statistical supplement for 1981 includes information on student enrollments, faculty data, semester credit hours, physical facilities, appropriations, and state loan and grant programs. Student headcount enrollment data are presented by classification, ethnic origin, and sex, along with distribution of resident and nonresident students, and county and state of origin of students. Data are also presented on faculty numbers and characteristics, semester credit hours by level and program area, degrees awarded by level and curriculum, total investment in physical plan by institution, and specific loan and grant programs. (SW)


A product of the Project on Vocational Education Models for Linking Agencies Serving the Handicapped, this manual describes various federal agencies and national organizations and outlines their policies and activities related to interagency agreements. (The above-mentioned project is designed to help states meet the needs of students at the secondary, postsecondary, and adult levels by examining those components of interagency linkages that are necessary to ensure accessibility and delivery of supportive services to handicapped people in vocational education.) Presented first are brief descriptions of the following five federal agencies cooperating in the linkage project: the Office of Adult and Vocational Education, the Office of Special Education, the Rehabilitation Services Administration, the Office of Elementary and Secondary Education, and the National Institute of Education. Selected federal agencies are also described, including library programs, the Federal Interagency Committee on Education, the Women's Educational Equity Program, and the National Occupational Information Coordinating Committee. Outlined are the goals and activities of 17 professional associations and advocacy groups. Appended to the report are descriptions of six related projects. (A related status report of interagency linkages at the state level and a handbook on developing effective linking strategies are available separately--see note.) (MN)

A product of the Project on Vocational Education Models for Linking Agencies Serving the Handicapped, this status report consists of group consenses and individual response worksheets pertaining to the status of linkages among agencies serving handicapped vocational students. (The above-mentioned project is designed to help the states meet the needs of students at the secondary, postsecondary, and adult levels by examining those components of interagency linkages that are necessary to ensure accessibility and delivery of supportive services to handicapped people in vocational education.) Discussed in an overview of the project are its goals and major activities and accomplishments (state participation, advisory committee input, model state selection, and the model plan goal). In a summary of the group consensus at project-sponsored state team meetings, various factors affecting and effecting linkages are covered, including administrative structure, staff positions, coordination concerns, advocacy and advisory groups, internal political issues, and legislative committees. Individual team member responses to worksheets concerning agency linkages are also summarized. (A related description of agencies and organizations and a handbook on developing effective linking strategies are available separately--see note.) (MN)


Evaluation of the 5-week Chinle Agency (Bureau of Indian Affairs) Summer Special Education Program for participating elementary teachers reflected the strengths and weaknesses of the program, which served 43 eligible Navajo students and classroom teachers and teacher aides for some length of time, and presented 20 recommendations. Evaluation methodology involved on-site observations, compilation and interpretation of formal instruments, personal interviews, qualitative judgements based on formal program goals and objectives, and a sequential series of pre-test/post-test examinations designed to measure both participant growth and performance capabilities. Highlights of the program were the writing/development of an Individualized Education Program for each handicapped child, and daily in-service training and experiential projects for staff and teachers. Primary strengths of the program were consistency (ability to work with students on a regular basis), flexibility/adaptability, good communication, accessibility, opportunities for informal evaluation and feedback, development and maintenance of one-to-one student-teacher relationships, and staff commitment to the program. Identified weaknesses included initial confusion over external administrative interference, unusually large class size (12-16 students), and a need for enhanced coordination of total program functions and better early
preparation/planning. Instruments used in the evaluation are appended.

(CM)

The kinds of material presently being collected on Canadian higher education, their accessibility, and main problem of bibliographic control were surveyed in 1981. Canadian higher education materials involved material on or about higher education (particularly Canadian higher education) that was (1) produced by institutions, organizations, individuals, or governments; (2) produced through journals, newsletters, books, reports, audiovisual material, minutes, memoranda, policy statements, etc; and (3) included descriptions, analyses, theses, policy statements, or research. Based on survey responses, an overview is presented on the scope of collections, size of collections, access to collections, services, and publications produced by the organization or its library. Respondents fell roughly into three groups: those with collections where the major emphasis is higher education, those where higher education materials are a minor but significant portion of the collection, and those which do not have collections but make use of other nearby sources. Most respondents indicated that their collections were established and maintained primarily for use by their organization or department. Others were receptive to a larger, more public audience. Printed resources that provide access to particular information on Canadian higher education, a select bibliography on higher education, an index to Canadian university newspapers, and educational indexes. Appended materials include a sample questionnaire, responses of organizations surveyed, and a list of surveyed organizations.

(SW)

Educational Service Unit (ESU) 18 is an independently funded agency providing evaluation services for the Lincoln (Nebraska) Public Schools. ESU employees provide direct services on a regular basis to the school district. A close working relationship exists between members of the ESU and district staffs. Consequently, as the occasion requires, the ESU evaluator can provide the responsiveness characteristic of internal evaluation while maintaining the credibility of an external evaluator. After a brief discussion of the organization of ESU 18, this paper describes the Evaluation Team's role in a multi-year study of a school district's reading program. Throughout the development and implementation of the revised reading program ESU evaluators have supported district efforts by conducting a series of evaluation studies. This multi-year cooperative effort is a good example of the responsiveness, timeliness, and accessibility fostered by the ESU structure for providing services to the schools. (Author/GK)
In spite of the popular misconception of life in rural England as a rustic idyll, social and economic conditions there have created many issues which result in deprivation for rural youth. The major issues which affect employment, schooling, social, and domestic situations for rural youth are: (1) accessibility—lack of transportation; (2) centralisation of resources; (3) educational disadvantagement; (4) few job opportunities; (5) inner city policies; (6) poverty; and (7) lack of open space. A combination of these factors can lead to a way of life which limits personal development and improvement in life-style. Furthermore, the routine use of power by economically and socially dominant groups in local government expenditures has the effect that the already disadvantaged are further disadvantaged. However, opportunities do exist for the improvement of conditions for rural youth. Youth involvement in village and parish councils is needed, as well as active participation in the youth clubs which exist for them. Revisions are needed in the British Youth Service, so that the concern, vision, imagination, and thought that densely populated areas have received throughout the life of the youth service can be applied to youthwork in rural areas. (JD)


Vocational education’s primary goal—to prepare people for work—underscores the vital role the discipline can play in upgrading the employability of disadvantaged youth. Those who have received vocational training are more likely to stay in school and receive higher salaries than other workers with comparable education at every level from high school through two years of college. Moreover, students are better able to plan and make mature career choices because their intrinsic needs of competence, integrity, and pride are provided for as integral parts of vocational programs. This type of education is particularly appropriate for the disadvantaged since it is goal oriented, provides self-identity, is action oriented, builds confidence, provides adult role modeling opportunities, and provides tangible forms of success. Vocational programs are oriented toward four goals which benefit alienated disadvantaged youths since they (1) connect school and work over time; (2) provide skill training in occupational areas for which the demand exists; (3) meet individual needs through specifically tailored programs; and (4) develop, conduct, and administer programs in cooperation with other education and community agencies. Currently there is a problem of accessibility to vocational programs for disadvantaged youth since facilities and other resources are scarce when compared to the number of potential users. The intent of the new Youth Initiative is to pull all services together for disadvantaged
youth; vocational education can play a central role in this effort. (MEK)


The report analyzes policy issues in the education of bilingual exceptional students. Chapter 1 provides a historical review of the question, including overviews of litigation and legislation and findings regarding the effectiveness of bilingual education. Significant issues are considered in Chapter 2, including programmatic options, removable barriers, specially designed instruction, program costs, teacher competencies, needed changes in teacher programs, and parental involvement. Current practices in the state of Massachusetts and in the Waukegan (Illinois) public schools are cited. The final chapter lists six current requirements for serving bilingual handicapped students and notes policy options (with potential positive and negative effects) for 19 aspects, including screening, bilingual advocacy, establishment of primary need, parent and community involvement, accessibility, minimum services, and inservice training. (CL)


The third of a series on the circulation of nonprint educational media by media centers at district, county, and regional levels, this report is primarily concerned with the distribution of nonprint materials for handicapped learners, and the selection and evaluation methods used by media directors in building collections of materials that are available to teachers and learners. The study focuses on procedures for the identification and selection of nonprint educational media for circulation to public schools, and examines the extent to which nonprint materials for handicapped learners are included in the system of distribution. A profile of 16mm films, videotapes, and filmstrip set collections is provided. Funding sources, user requests, accessibility to materials, and profiles of the professional orientations of media directors surveyed are also given. (Author/MER)


In order to provide special education programs that are responsive to the needs of Navajo students and in order to comply with the Rules and Regulations of Public Law 94-142 (The Education for All Handicapped Children Act) and Public Law 95-561 (Education Amendments of 1978), the information in this handbook provides guidance to teachers and administrators who are charged with educating handicapped Navajo students to their full potential. The handbook is divided into 12 chapters
about: the special education process; eligibility criteria and programming considerations for the deaf and hearing handicapped, deaf-blind, homebound or hospitalized, mentally handicapped, multihandicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disabled, and speech impaired; the Individualized Education Program; procedural safeguards; teacher performance standards; memoranda; coding information; and allowable costs and Element 18 applicable components. Appendices offer guidelines for reviewing assessment procedures and psychoeducational reports, identification of bias in testing, an accessibility checklist, a staffing guide for programs for the handicapped, directions for completing a LEA application, and proposed rules and regulations for PL 95-561 and PL 94-142. (ERB)


The 1980 Senate hearing focuses on federal programs for deaf and hearing impaired students. Thirteen prepared statements are presented from representatives of federal agencies (National Institute of Handicapped Research, Department of Education, and National Institute of Health); private associations (the Convention of American Instructors of the Deaf, American Speech-Language-Hearing Association, Alexander Graham Bell Association of the Deaf, Consumers Organization for the Hearing Impaired, Inc., and National Information Center for Quiet); and Gallaudet College. Statements touch on such issues as technology; hearing aid improvement; programs for the research and training centers; interpreter training; federal expenditures; vocational training; independent living; captioning; the impact of P.L. 94-142 (the Education for All Handicapped Children Act); multihandicapped hearing impaired students; accessibility; oral interpreting; and directions for future research. (CL)


Policy issues concerned with the provision of continuing education programs to adult handicapped persons are examined. The current availability of only a few continuing education programs is noted, and a definition of continuing education is offered. Specific policy considerations are listed for the three areas of commonality in programing: accessibility, specially designed instruction, and cooperative community planning. Five guiding principles for policy development include: the factor that most
differentiates continuing education from elementary and secondary education is the power of the individual to have decision making authority; it is important that handicapped individuals have available to them the wide range of programmatic options that are available to nonhandicapped individuals; and an administrative unit should be created at all levels to advocate and guide the development of a comprehensive program. A model of continuing education charting curricular areas against service progression is offered. (DB)

Barriers re-entry women often encounter as they attempt to use basic support services at colleges and universities are described, and ways in which the accessibility and quality of such services may be improved are suggested. The following services are covered: information services, transportation and commuter services, housing and food services, medical insurance and health care services, student employment and graduate placement services, legal services, and extracurricular activities. A wide range of possible actions, many based on currently operating programs, is cited so that institutions can pursue those most appropriate to their individual circumstances. Information on Title IX of the Education Amendments of 1972 and the Age Discrimination Act of 1975 is included. It is concluded that through careful coordination among support service offices, dissemination of information, and periodic self-evaluation, an institution can provide more accessible support services to all students and be responsive to the special needs of the growing re-entry population. A selected list of resources is included, along with a field evaluation questionnaire for the draft of this paper. (SW)

This report constitutes the response by the Department of Health, Education, and Welfare (DHEW) to 1977 and 1978 Congressional directives to assess immigrants’ access to health care and the impact of immigrants on public health services and resources. Areas covered in the report are: (1) the primary health care needs of immigrants, including screening upon entry, prevalence of various health problems among immigrant populations, mental health, and socioeconomic factors related to health; (2) the accessibility of primary health care services to immigrants, particularly as related to their lack of knowledge regarding the health care system, cultural and linguistic barriers, the effects of poverty and discrimination, and financial barriers to health care; (3) the impact of undocumented aliens, refugees, and legal immigrants on public health services; and (4) current efforts by individual agencies within DHEW to provide adequate services for immigrant populations. Recommendations are made regarding the improvement of research and data collection and
the delivery of services. Tables and a description of the study’s methodology and data sources, as well as a bibliography on some issues related to immigrants and health are also included in this report. (GC)

Erekson, T. L. and C. L. White (1980). Surmounting Architectural Barriers to the Handicapped in Vocational Education: Phase I. Project Final Report. Illinois: 48. This report contains a nine-page narrative and related materials of an Illinois project to address the problem of preparing vocational education personnel to modify the learning environment for the physically disabled. These Phase I activities are reported: (1) establishment of an advisory committee, (2) selection of project staff, (3) design of project-monitoring and -evaluating system, (4) evaluation and monitoring of the project, (5) review of literature regarding access to vocational education, (6) onsite visitations to exemplary programs, (7) development of a procedure for identification of barriers (based on Accessibility Decision-Making Models), (8) development of a system to assess capabilities and limitations of disabled, (9) development of adaptive aids and devices, (10) development of a handbook. Appendixes include the project-monitoring evaluation report; listing of resources and references; list of exemplary projects contacted; accessibility decision-making models and description; building evaluation form for accessibility for the handicapped; a brief note on assessment of the physically disabled; adaptive aids, devices, and technology; and table of contents of Accessibility to Laboratories and Equipment for the Physically Disabled: A Handbook for Vocational Education Personnel. (YLB)

Friedman, C. P. (1980). Software Organization in Student Data Banks for Research and Evaluation: Four Institutional Models. North Carolina: 20. Student data banks for ongoing research and evaluation have been implemented by a number of professional schools. Institutions selecting software designs for the establishment of such systems are often faced with making their choice before all the possible uses of the system are determined. Making software design decisions involves "rational" factors such as considering available approaches, anticipating the uses of the system, determining an access policy, and evaluating available hardware and software resources. "Nonrational" factors involved include time deadlines, the familiarity of the users with systems or packages, and institutional priorities for utilization of existing facilities. Characteristics of software designs include the type of managerial package, the data building blocks employed, the method of relating these blocks to each other, search methods available for use, the accessibility of data for updating and editing, and features addressing the designs' built-in limitations. This document, intended for those familiar with computers but not for computer professionals, discusses four systems currently in operation in schools of medicine. The intent of the discussion is to illuminate differences in software design characteristics and to explore the
operating implications of these differences. (Author/PGD)


Vermont, the most rural state in the northeastern United States, can represent that area for consideration of the problems of rural vocational education. Nearly 21% of Vermont's work-aged population has vocational training. More than half of all high school juniors and seniors now enroll in vocational education programs, and new adult education programs appear regularly. Manpower training, designed to strengthen state and local economies, has been a prerogative of the state government. However, the Federal Comprehensive Employment and Training Act (CETA) now contributes to several important programs in labor force development and training, and provides employment opportunities for the unemployed. Presently, vocational education completions in agriculture and office occupations outnumber openings in the state labor market; however, programs are not meeting labor force demands in forestry, machinery manufacturing, recreation, personal services, and health, education, and professional services. Because the Northeast has more high quality industries in non-metropolitan areas than do other areas of the United States, vocational education efforts must be linked to both job quality and economic development objectives. Difficulties in transportation and accessibility, inequitable financial allocations, program arrangements designed for urban rather than rural areas, and excessive Federal regulations and paperwork create administrative problems in Vermont's rural vocational education and training programs, although some benefits have resulted from Federal involvement. (CM)


Second in a series, this report presents recent trends in the supply and characteristics of health professionals, developments in health professions education, and projected requirements for health professions personnel are reported. In addition to data on the supply of health personnel and population growth, information is provided on the activities of health professionals, kinds of practice they pursue, and their practice settings. Attention is also directed to the role of foreign medical graduates in health care and the potential reduction in their role under present legislation, and the representation of women and minorities in the health professions. Additional topics include: accessibility to professional services, geographic distribution of health professionals, increasing specialization among health care practitioners, and health professions personnel shortage areas. Developments in health professions education are covered, including: enrollment patterns, trends in student characteristics, the establishment of new schools and programs, and students' financing of their education. In
addition, efforts of the Bureau of Health Manpower and the National Center for Health Statistics to provide information and comprehensive data on health personnel are addressed. Finally, estimated requirements for physicians and other health personnel are presented. (SW)


Beginning with a description of the educational needs and resources of Quincy, Illinois, this report examines the establishment and operation of John Wood Community College (JWCC), an institution using the educational service contract to offer quality instruction without duplicating the services of other colleges in the area. After the legal basis for this "common market" system is presented, the process whereby students are admitted, counseled, registered, and given financial aid through JWCC but actually attend one of the public or private postsecondary institutions in the tri-state area is explained. Then, the advantages of the educational common market to the residents of the district are enumerated, including the student's ability to take classes at the institutions which best meet his/her need, the affordable $12 per unit which the student pays, the availability of the Open Learning Center for self-paced, individualized instruction, and the accessibility of Project Outreach Centers. Next, the benefits to the contracting institutions are identified and a recent cooperative program between JWCC and a local industry is described. The future of community-based contractual education is then assessed with special emphasis placed on the successes evident in JWCC's operation. Finally, a checklist of factors to consider in adapting the contractual model is provided. (AYC)


Fifteen author-contributed papers are presented to help campus personnel understand the difficulties encountered by disabled college students. Initial sections address issues and strategies involved, while a third section presents six case studies describing successful programs. A final chapter lists annotated resource guides on aspects of higher education, consumer interest, and equipment and services. The following papers and authors are represented: "The College's Challenge" (J. Hourihan); "Changing Campuses: Mainstreaming and Accessibility of Higher Education" (R. Barris); "Campus Interactions: Attitudes and Behaviors" (R. Nathanson); "Needs of Disabled Students: Help-Asking and Help-Giving" (D. Woods); "The Role of the Counselor" (K. Luxton); "Technology for the Uninitiated" (R. Baker); "Career Counseling of the Disabled" (E. Hoffmann); "Strategies for Dissemination of Information" (F. Dillon); "Disabled Working with Disabled" (B. Rivlin); "The Changing Scene: An Update Report on Facilities and Programs for Disabled Students at Ramapo College of New Jersey" (G. Potter and L. Potter); "The Challenge of the Admissions

The annotated bibliography on library services for the disabled contains 327 items including books, articles, and audiovisual materials, published or listed from January 1977 through June 1979. The bibliographical entries are organized into seven broad sections, each with an introduction to section contents: overview of library services to the disabled, laws and standards regarding education and accessibility, description of disabilities, attitudinal and behavioral barriers, technology, librarian education, and library services (services and materials, issues, and policies and standards). Provided for each entry are the author, title, source, and an annotation. A glossary, list of sources consulted, and author/title and subject indexes conclude the document. (SBH)


This consumer education resource inventory contains information about the following resources available in the consumer education field: clearinghouses; data bases; resource centers; private organizations and associations; and federal, state, and local agencies and offices. Section 1 contains program descriptions of seven clearinghouses. Each description includes a brief introduction as well as information on the audience served by the clearinghouse, content and method of dissemination, cost of the service, contact person, and available services (such as technical assistance and training services). Section 2, which deals with data bases, consists of a brief preface (discussing data base use and accessibility and how to determine if a data base covers a desired subject area) and descriptions of twenty-six data bases. Topics in each description are the same as those covered in the section on clearinghouses. Section 3 contains similar descriptions of five resource centers. Program descriptions of twenty-one private organizations are provided in section 4. Section 5 presents descriptions of the operations of three types of state and local agency offices, and section 6 includes similar descriptions of two types of federal agencies and offices. (MN)

A survey of educational trends at the elementary and secondary school level in countries throughout the world is summarized. Information was obtained from questionnaires sent to 30 pedagogic research organizations and from UNESCO reports and publications. The introduction discusses the universality of campaigns against illiteracy, expansion of primary schooling, increased accessibility of secondary education, improved teacher training, and improved educational organization. Differences are noted as occurring in subject matter, depending on the political, social, and economic factors of each country. Following the introduction, specific sections deal with the teaching of languages, mathematics, natural sciences, human sciences, art, music, and physical education. Each section describes important changes and the diversity of teaching methods in general, then discusses trends at the elementary and secondary levels. Next, a section on the emergence of trends between 1970 and 1980 points to common emphases in both developed and developing nations: an increased emphasis on preparing students for the working world and an interdisciplinary approach aimed at helping students understand world problems. The conclusion draws distinctions between developing and developed nations and notes that the primary concern of developing nations is the reacquisition of culture and a native language. (KC)


Various financing alternatives and their impact on Canadian university excellence were studied, in order to recommend a position representative of the Association of Universities and Colleges of Canada (AUCC). The following were considered: (1) the results of the other studies undertaken by the AUCC and previous study reports on university financing; (2) the financing of research and its relation to the quality of education and research for the future; (3) the role of tuition fees in university financing; (4) the financial aspects of accessibility to students and the socially disadvantaged; (5) federal, provincial, student, and private donor financial responsibilities; and (6) the mechanisms for financing continuing education, with special attention to the possible role of employees in the financing. Recommendations are provided regarding the proper extent of federal government concern with university affairs, including specific proposals for re-orienting federal activities accordingly. Because of provincial differences in cultural patterns, social needs, and their prospective demographic situation, each province has its own structure of educational institutions at the postsecondary level. Policy alternatives for provincial governments are presented, however, regarding grants, fees, financial aid, and research. A new design for federal policy is advanced that involves respect for provincial autonomy and provincial financial

The study described in this report was conducted to investigate cultural differences in attitudes toward the handicapped and their presence in postsecondary institutions in Hawaii among faculty with Eastern and Western cultural backgrounds. Chapter I discusses the background and significance of the study, citing the multi-cultural make-up of Hawaii, reactions among community college faculty to recent educational accessibility laws, and information about cultural attitude barriers toward the handicapped that were revealed through U.S. involvement in the Vietnam War and the White House Conference on Handicapped Individuals. This chapter also outlines research questions, defines terms, and states the study's assumptions and limitations. Following a review of related literature given in chapter II, chapter III discusses the procedures and methods of the study which involved an examination of historical, sociological, and psychological research on attitudinal differences between Westerners and Easterners toward illness, disabilities, and handicaps; and a survey of Leeward and Kapiolani Community College faculty concerning handicapping conditions and the treatment of the handicapped. Chapter IV presents results indicating that historically and culturally, Easterners and Westerners did perceive and treat disabled persons differently; that some of these perceptions were evident among faculty members; and that both cultures exhibited a tendency to isolate the disabled population. Finally, chapter V offers interpretations, conclusions, observations, and recommendations. The questionnaire and a bibliography are appended. (HB)


A research report on financial aid to maritime student (those in the Maritime Provinces) enrolled in postsecondary education in Canada is presented in English and French versions. The study was designed to: (1) prepare a historical perspective of and rationale for programs of financial assistance to students; (2) review and compare existing student aid programs in Canada and in other countries, including objectives, sources of funds, repayment methods, and policy in related fields (e.g., social welfare, manpower allowances); (3) review the costs and benefits and their interrelationships in programs of student assistance; (4) obtain necessary data and analyze existing student aid programs on the basis of a number of relevant factors; (5) obtain data and analyze accessibility for various socioeconomic and geographic groups; (6) obtain data and analyze existing financial assistance programs for students involved in continuous learning; (7) evaluate current programs of financial aid on the
basis of seven criteria; and (8) make recommendations on programs of financial assistance to students including proposals on objectives, policies, and administrative procedures. Recommendations are offered concerning: maximum aid, distribution of aid, two tracks for purposes of application and assessment, and parental contribution. Included is a recommendation that a loan remission scheme be introduced that eventually would be common to all three Maritime Provinces. Appendices include a bibliography and a comparison among the existing student aid programs across Canada. (SW)


The present report was developed as a reassessment and revision of the 1974 state plan for completing desegregation of higher education to meet new challenges and problems in the 1980s. Accomplishment of the new goals was targeted for 1985. This report has four chapters. Chapter one summarizes the goals and recommendations of the task force on undergraduate, graduate, and first-professional program accessibility; underrepresented fields of study, retention, student financial aid, employment of black faculty, administrators, and other professionals; enhancement of historically black institutions; governing boards; evaluation and implementation; and institutional budgeting. Chapter two reviews the legal background of the 1974 plan and outlines the task force's philosophical position on equal educational opportunity. The third chapter is an assessment of the present status of equal educational opportunity in the state, and chapter four gives the analysis and rationale for the numerical goals and program recommendations adopted by the task force. The new goals include (1) insuring equal postsecondary educational access; and (2) preserving the viability of historically black institutions. A section contains extensive data tables on state and institutional demographic, enrollment, retention, and staffing characteristics. Technical appendices include projections of the 1985 black high school graduates and 1985 black full-time freshmen, and notes on the development of the 1985 graduate other-race enrollment goals. (MSE)


The findings reported here are from a survey designed to determine the attitudes and perceptions of a selected population of policy leaders toward community education throughout Florida. The survey instrument was distributed to city and county commissioners, mayors, legislators, school superintendents, school board members, and Parent Teacher Association (PTA) officials. Responses were received from 330 of the 1470 persons in the sample. The findings indicate support for the goals of community
education. More specifically, 64 percent agreed or strongly agreed that the mission of the schools is not limited to serving the needs of youth but should reflect service to the entire community. Over 75 percent were in favor of expanding the programs available to include leisure, vocational, and educational classes for adults and to offer more activities for youth. Seventy-six percent felt that school facilities ought to be available to the community for expanding accessibility and availability of services. The strongest support indicated by respondents (85 percent) was for community participation in the design and implementation of programs and activities. Finally, interagency coordination was supported by 70 percent of the respondents. (Author/MLF)


The issues involved in making accessibility modifications to buildings of historic value, architectural significance, or traditional interest are reviewed in this publication. A related document, ED 175 080, "Creating an Accessible Campus," contains information and design recommendations applicable to all buildings. The first part of the document discusses the characteristics of older buildings; reviews some of the access needs of handicapped persons; notes laws and policies governing preservation and access; and provides information on what progress has been made toward accessibility in older campus buildings. Projects presented in the second part are from six schools of architecture selected to develop design studies. Teams of architecture students developed design recommendations to achieve accessibility in an older campus building. A Technical Study Group reviewed the design solutions and suggested alternatives where appropriate. The appendices contain a list of state historic preservation officers, the California State Historical Building Code, the U.S. Department of Health, Education, and Welfare's Section 504 Regulations and Analysis Concerning Existing Facilities, a list of campuses reporting accessibility projects in older buildings, a bibliography, and an index. (Author/MLF)

National Library of Australia Canberra,[BBB00478] (1980). Guide to Holdings of ERIC Microfiche in Australian Libraries. Australia Australian Capital Territory: 23. ERIC is accessible to educational researchers in Australia through the microfiche collections listed in this directory or through AUSINET (The Australian Information Network) and search services provided by Lockheed and System Development Corporation. The National Library Education Information Service also offers a monthly SDI service from ERIC. Hard copies of RIE and CIJE are available in many libraries throughout the country. Institutions are arranged alphabetically within each state, and ERIC collection status is listed as complete, incomplete, or incomplete (selective). Those complete for some years but selective for others are "incomplete"; while those selective for all years are "incomplete"
(selective)" and include collections covering only specific subject areas. Additional information includes a contact person, accessibility, collection scope (subject), and available equipment and services. (RAA)

This abstract journal contains abstracts of documents dealing with secondary and postsecondary technical education that are available through the Australian Technical and Further Education (TAFE) Clearinghouse system. The abstracts contained in this journal are from the following broad categories: traditional discipline curriculum subjects; vocational and professional curriculum subjects; educational facilities; educational history; educational management; educational philosophy, policy, and development; educational planning and administration; educational psychology; educational research; educational systems and institutes; schools; higher education; adult education; continuing, community, and mass education; education on specific categories of students; library and information services; students; teaching; teaching materials and equipment; and the teaching profession. Following the same format as the Educational Resources Information Center (ERIC) abstract journal, Resources in Education (RIE), this TAFE abstract journal contains information on the publication data and accessibility of each document as well as descriptors and identifiers taken from the ERIC Thesaurus of Descriptors. A subject index, an author index, and information for ordering the TAFE documents follow the abstracts. (The first issue of this journal is available separately--see note.) (MN)

This abstract journal contains abstracts of 191 documents on technical education secondary and postsecondary levels which are available through the Australian Technical and Further Education (TAFE) Clearinghouse system. The abstracts contained in this journal are from the following broad categories: traditional discipline curriculum subjects; vocational and professional curriculum subjects; educational facilities; educational history; educational management; educational philosophy, policy, and development; educational planning and administration; educational psychology; educational research; educational systems and institutes; schools; higher education; adult education; continuing, community, and mass education; education of specific categories of students; library and information services; students; teaching; teaching materials and equipment; and the teaching profession. Following the same format as the Educational Resources Information Center (ERIC) abstract journal, Resources in Education (RIE), this TAFE abstract journal contains information on the publication data and accessibility of each document as
A national survey of 500 postsecondary institutions was undertaken to assess the services, programs, and facilities accessible to handicapped students. Among findings were that 22% of those responding provided special physical education course(s) and that, of 31 colleges or universities listed as members of the Association on Handicapped Student Service Programs in Postsecondary Education responding, 74% offered special counseling, referral, or information regarding participation in or attendance at recreational activities. A list of campus recreation activities offered to disabled students and a list of typical campus facilities are provided for use as checksheets in reviewing availability and accessibility. Comments from various persons involved in services to the disabled from a number of campuses are included. Among appendixes are the questionnaire and information on programs at some of the responding institutions. (PHR)

This outline of the standards governing civil rights in vocational education programs contains information on the general provisions of civil rights legislation as it applies to education as well as standards pertaining to the establishment of vocational education programs and facilities; recruitment and admission; treatment of students in vocational programs, services, and activities; employment; and age discrimination. The purpose and scope of these standards are covered. Vocational facility site selection, eligibility based on numerical limitations and geographical boundaries, vocational facility renovation and construction, and accessibility for handicapped persons are described. Promotional activities; public notification; admission tests; participation of handicapped students in private vocational programs; exploratory courses; preadmission requirements; differential treatment based on parental, family, or marital status; and pregnancy are discussed. Standards for program requirements; guidance and counseling; special rules protecting handicapped children; least restrictive environments; testing; student organizations, housing, and facilities; cooperative programs; and federal assistance are listed. Among the employment standards examined are those relating to employment tests and inquiries, accommodations for handicapped employees, hiring and firing, salaries, leaves, job classifications, lines of progression and seniority, marital and parental status, pregnancy, and sex. The concept of age discrimination is clarified. A brief list of definitions is appended. (MN)

The manual provides suggestions to help local education agencies comply with regulations of Section 504 of the Rehabilitation Act of 1973. Chapter 1 reviews the general provisions of Section 504 on such topics as program and structural accessibility, transportation, and specific prohibitions. Chapter 2 deals with requirements for employment provisions, including a discussion of the need for documenting employment policies and practices. Physical accessibility guidelines are provided in a third chapter which also includes checklists for such specific aspects as walks, ramps, steps, and doorways. Design specifications for various other physical settings are given. Chapter 4 covers requirements for educational programs and services, including due process, evaluation and placement, and nonacademic services. The final chapter sets out requirements for self evaluation. (CL)


This report examines the possibilities, problems, costs, and benefits of providing online access to the database of the European Documentation and Information System for Education (EUDISED), which is in machine-readable form, but generally available only through the EUDISED R&D Bulletin. The likely nature of such online access is described, including searchable fields and the use of descriptors from the 5-language EUDISED Thesaurus. Three alternative types of arrangements between online systems and database suppliers are discussed, and probable costs for both the Council of Europe and the individual researcher are indicated. Benefits are discussed in terms of the individual researcher, national agencies, and the Council of Europe. It is recommended that the database be made available online if favorable financial terms can be found, and options open to the Council for converting the bibliographic database of the Documentation Centre into machine-readable form are briefly discussed. Appendices include a list of the contents of the EUDISED magnetic tapes, and additional information on the geographical accessibility of online systems, costs for mounting the EUDISED database on BRS and on Lockheed, telecommunications charges, and the availability of other databases on online systems. (RAA)


The guide is intended to help clarify P.L. 94-142, The Education For All Handicapped Children Act, and its regulations for administrators. The manual is organized around three central topics: an overview of the law
and its regulations (background and purpose of the law, major provisions of the regulations, future of special education); effects of P.L. 94-142 on the administrator (accessibility, individualized education programs, parent-school relationship, mainstreaming, inservice education, related services); and activities to help administrators prepare to implement P.L. 94-142 (inservice/personnel development, effective management of the IEP team, public awareness). Two appendixes present highlights of regulations and an annotated bibliography related to administrators and P.L. 94-142. (CL)


Focusing on vocational education programs that have accommodated the handicapped, this resource book is designed for use with a planning system for improving local secondary and postsecondary program and facilities accessibility. The first of three major sections presents brief descriptions of seven model programs, including (1) the Special Education Rehabilitation Vocational Education (SERVE) program; (2) the Related Vocational Instruction Plan, State of Georgia; (3) the Career Education Center, Denver; (4) the Liaison Counselor Model, Florida; (5) the Career Training Center, California; (6) the Lyndon B. Johnson Space Center, Houston; and (7) the Illinois Network of Exemplary Occupational Education Programs. The second major portion describes exemplary practices which were judged to be a good solution to a frequently occurring problem in schools serving the handicapped. The final section outlines the efforts of three states (Arizona, Indiana, and Tennessee) to promote placement of handicapped students in vocational education. (LRA)


This resource directory provides a variety of resources that can be useful in making vocational education accessible to all students. The information is organized in four sections. The first section, Organizations, contains a listing of various organizations that offer services to handicapped students and/or educational units. The address, target groups, and services provided by each organization are summarized. Section 2, Documents, presents a variety of publications on numerous issues related accessibility. Among the items included are comprehensive bibliographies and directories, codes and regulations, in-service education materials, and planning information. Section 3, Federal Projects, provides a reference to several current and past U.S. Department of Education research projects that might be of use in program development. The fourth section of the directory is a step-by-step guide for developing a local resource directory. (LRA)

This guidebook focuses on the first of five steps included in a planning system for improving local secondary and postsecondary program and facilities accessibility: identifying barriers. The first five sections of the booklet are comprised of self-instructional descriptions of five need-assessment procedures that can be used to identify barriers: (1) surveys and questionnaires, (2) nominal group technique, (3) Delphi technique, (4) outside experts, and (5) community impressions. Section 6 provides seven sample surveys which have been demonstrated to be valid and reliable instruments for identifying and assessing barriers to vocational education programs and facilities. The final portion comprises the bulk of the guidebook and contains an architectural accessibility survey. There are six sections in the survey, each covering different parts of the site and building: site, entrances, vertical circulation, building products, functional spaces, and special services. In addition to these six sections, two modules are included for separate surveys which may apply to any or all of the six sections; these two modules focus on accessibility routes and doors. (LRA)


This guidebook focuses on the second of five steps included in a planning system for improving local secondary and postsecondary program and facilities accessibility: establishing priorities and goals. Specifically, the guidebook describes the nominal group technique and how it can be used to establish priorities and then select goals. Following an introductory section, suggested preliminary activities for the group leader are given. The remainder of the booklet is devoted to the four key activities that comprise the nominal group technique: (1) serial discussion for clarification, (2) preliminary voting on the priority barriers, (3) discussion of the preliminary vote, and (4) final voting. (LRA)


This guidebook focuses on the third of five steps included in a planning system for improving local secondary and postsecondary program and facilities accessibility: generating strategies. The guidebook is comprised of four sections, each describing a specific technique for generating strategies. Techniques presented are (1) nominal group technique, (2) brainstorming, (3) synectics, and (4) charrette. Within each section, specific self-instructional activities for group leaders using that technique
are given. In addition, examples of specific settings where each technique might be most effective are given. (LRA)


This guidebook focuses on the fourth of five steps included in a planning system for improving local secondary and postsecondary program and facilities accessibility: strategy selection. The first of five major sections included in the guide gives an overview of costs associated with providing education for handicapped students, discusses thirteen varieties of cost, and describes variables that can affect costs in educational settings. Section 2 focuses on decision matrices which allow judgments to be quantified for ease in choosing among alternatives. Specific topics addressed in section 2 include strengths and limitations of decision matrices, when to use decision matrices, materials and resources required, and how to implement a decision matrix. Focusing on cost benefit analysis and cost effectiveness analysis, the fourth section addresses how to determine the optimum allocation of resources in comparing alternate strategies for barrier removal. The final two sections of the guide describe the use of decision trees and simulations in strategy selection. The booklet contains self-instruction exercises. (LRA)


This guidebook focuses on the final step included in a five-step planning system for improving local secondary and postsecondary programs and facilities accessibility: removing barriers. The guidebook is comprised of self-instructional discussions of three techniques that can be used in planning for implementation of barrier-removal strategies: (1) Force Field Analysis, (2) Management-By-Objectives, and (3) Program Evaluation and Review Technique. Within each of these three sections, the strengths and limitations of the technique are analyzed, examples are provided concerning when the technique should be used, required resources and materials are given, and implementation strategies are provided. (LRA)


This guidebook is the first in a series of eight booklets included in a planning system for improving local secondary and postsecondary program and facility accessibility. The introductory section addresses questions about how to use the materials and when to use the planning system. Other chapters are allocated to each of the five steps in the planning system: (1) identifying barriers, (2) establishing priorities and
goals, (3) generating strategies, (4) selecting strategies, and (5) removing barriers. Within each chapter the different techniques available for conducting that step are described and compared. In addition, two continuous examples are developed through each chapter to demonstrate how decisions about each step might be made in typical educational units. The guide also contains a copy of the planning record, the chart, and the barrier removal schedule. Most booklets in the series contain self-study exercises. The other seven (resource documents) are also available through ERIC—see note. (LRA)


The paper reports the development of a set of planning materials (a series of eight booklets) to assist local special and vocational education administrators to overcome barriers to program and facility accessibility for handicapped students in vocational, occupational, and technical education. The project was conducted in three phases: (1) development, field testing, and revision of the planning materials; (2) development and testing of workshop materials to teach the use of the planning process to local and state educational administrators; and (3) planning and implementation of a series of regional dissemination workshops to distribute the materials to every state. Field test findings suggested that, while some revisions were required in the materials before general use, the Planning System was a viable tool for planning for accessibility. The field test also suggested that administrators were ready, willing, and capable of addressing the accessibility issue—particularly if the means for addressing accessibility improved programs, provided for personal growth and advancement, and moved the system toward federal compliance.
(SB)


Presented in written form are nine workshops given at the 1980 Institute on Innovations in Camping and Outdoor Education With Persons Who Are Disabled held at Bradford Woods, Indiana. Topics of presentations include: an overview of efforts in outdoor education for the disabled; a description of the Sunrise Model, a curriculum for outdoor education and outdoor therapy; Vinland National Center's promotion of health sports for the disabled; canoeing and kayaking for the physically disabled; results of an evaluative research study pertaining to 2-week vs. 6-week camping for handicapped boys; experiences of accessibility when temporarily "handicapped"; development of model camps responsive to individual needs of special children; special education in the out-of-doors; and a description of the Handicapped Unbound Program for the severely and profoundly mentally retarded adults in Coolidge, Arizona. An evaluation of
the conference concludes the proceedings. (ERB)

Vocational education can contribute to the creation of new jobs through educational programs for employers or prospective employers and through collaborative efforts with community leaders. Local leadership is the most essential ingredient in successful job creation programs at the community level. Local leaders can work to obtain baseline information about the community relating to its economic health, the extent and character of its unemployment and underemployment, its available resources, and its education and training programs; identify the community goals and objectives to which vocational education can contribute; and define the joint responsibilities of civic, business, industry, and educational leaders. At the same time, state leaders need to work with local education and community leaders to implement programs. State leaders have several functions to perform: (1) planning with local leaders, (2) linking the efforts of others to build on prior successes, and (3) coordinating the various services and resources available at the state and local levels. State-level coordination provides a number of advantages over local education alone. These advantages are a minimum of lead time for training, more reading available start-up training, and wider program accessibility. (MN)

The Educational Services Office (ESO) of the Appalachia Educational Laboratory (AEL) sought an organizational strategy that would improve its ability to meet client demand without sacrificing the integrity of its programs or the fulfillment of its institutional responsibilities. Three alternative organizational strategies were identified: full-time assignment of staff to specific programs, a matrix management strategy (assigning staff by function across programs), and the state consultant model (assigning staff to specific states across programs). These three strategies were assessed using criteria extrapolated from a third-party survey of client preferences. These criteria included accessibility of staff, clear channels of communication, increased visibility of the laboratory, availability of on-site technical assistance, and expansion of information services. The state consultant model (SCM) emerged as the best strategy and was then assessed using internal office criteria derived from experience with a previous ESO organizational strategy. Based on this assessment, adaptations of the SCM were made. These adaptations included utilizing four data sources in matching states with available grants, appointing evaluators to monitor progress, and developing accountability procedures. These "mutual adaptations" are considered to
be factors affecting the transportability of the model. Appended is a six-month state consultant plan for the ESO. (Author/JM)

Schneekloth, L. H. and D. Day (1980). Comparison of Environmental Interactions and Motor Activity of Visually Handicapped and Sighted Children. Virginia: 230. The study compared the motor activities and environmental interactions of 36 sighted, partially sighted, and blind children (7 to 13 years old) during unstructured play. Objectives were to assess motor proficiency level; to establish frequency and kind of gross motor, manipulative self stimulation, and social/play behaviors; and to assess use of the environment. Ss were observed in their natural play environments. A time sampling technique was used to observe each S group over a 6 week period for a total of 30 ten second observations per child. Selected non sight dependent items from the Bruininks-Oseretsky Test of Motor Proficiency were administered to each S. Results indicated significant differences among Ss in motor proficiency level, gross motor, self stimulation, and social/play behaviors. Correlations demonstrated that the higher the motor proficiency level the greater the frequency, diversity, and complexity of gross motor behavior. There were no significant differences in manipulative behaviors. Under the environment category, there were significant differences in the way the children used the available space and equipment by sight, age, and sex. Data showed consistent patterns for all groups in exhibiting the most complex behaviors on the most complex equipment. Overall analyses suggested that the developmental delays seen in the visually impaired children may not result from their handicapping condition alone. Evidence suggested some delay attributed to lack of experience, particularly in gross motor interactions with the environment. Findings pointed to an environmental intervention strategy which would involve the accessibility of complex and appropriately designed environments and the training of personnel in use of the environment as an active tool in achieving educational goals for each child. (Author/SB)


Results of studies concerning socioeconomic inequality characteristic of student populations in most university systems and equality of opportunity at the point of university entrance are considered in relation to the accessibility of Ontario universities to students from low-income families. Important considerations in the design of such studies are also addressed. It is claimed that studies of educational expectations and student characteristics in Ontario and elsewhere show that young people who attend postsecondary institutions, particularly universities, are disproportionately drawn from the urban, middle to upper class, educationally sophisticated, and relatively prosperous sectors of society. Whether the background factors affecting academic success, motivation, and career expectations are primarily sociocultural or economic is a matter
of debate. Gender and background variables represented by socioeconomic status and regional strata categories are correlated with levels of postsecondary educational achievement. Gender and urban-rural origins are also related to the level of postsecondary education. It is suggested that there is a shortage of reliable data on the number of people who are prevented from attending a university simply because they cannot afford it. There is uncertainty about the effect of different forms of financial aid and the effect of tuition costs on attendance. (SW)


Developed to provide a cataloging system for department publications and to improve their accessibility for educators, this annotated bibliography includes a listing of availability sources for the major publications issued by the department. Updated annually, the list is grouped into sections by appropriate descriptor terms which appear in the table of contents, and includes subject and institution indexes. The major descriptors used are abilities, administration, arts, attitudes, audiovisual materials and methods, counseling, demography, environment, facilities, finance, government, handicapped, health and safety, instruction, library science, personnel and groups, physical education and recreation, programs, reading, research, social sciences, and tests. (RAA)


In the United States, society and individuals share the expenses of collegiate education, making it possible to provide higher education for a much larger percentage of youth than in many countries. At the same time, maintenance of low tuitions through public subsidies has provided reasonable assurance of accessibility and equality of public education, institutional autonomy, and support for institutional programs. The effectiveness and equity of socially subsidized low tuitions have been challenged by economists in recent decades. Among arguments: since students benefit directly from education, they should be required to pay a larger portion of the costs, despite foregone earnings and existing expenses, and further, tax laws cause the poor to subsidize the rich. More recently these arguments have been challenged on both economic and philosophical grounds; recent evidence suggests low tuition supplemented by student aid serves accessibility and maintains academic quality better than high tuition and large amounts of student aid. The challenges have not justified or resulted in great modifications to the public low-tuition system, but the basic funding pattern adopted by the federal government will be critical to societal quality and essentially irreversible. Three questions stand out for further study: (1) How effective is need-based student aid in increasing participation of low-income students? (2) How
can student aid programs be refined so need analysis and aid distribution can be simplified and student, institutional, and government accountability be clarified? and(3) Is it feasible to maintain high access levels with low tuition and stable or declining student aid? (Author/MSE)

The partially annotated bibliography provides an overview of recent literature (1971-79) and data sources regarding the needs and conditions of Chicanos and Latinos living in Minnesota. The research cited generally appears to be directed either to state and local decision makers or to service providers and focuses on socio-economic conditions, housing, employment, accessibility of education and social services, problems of migrant workers, and the language barrier. The bibliography is divided into five sections. Section 1 includes 12 citations for general studies that make policy recommendations or discuss issues. Section 2 includes five studies specifically related to migrant workers. The third section, Data Sources and Descriptive Studies, contains 21 citations for studies of demographics; socio-cultural, psychological, economic, and historical research; and community resource listings. Section 4 contains 11 listings of specific program studies, such as social service evaluations and needs assessments. Nine studies pending or in progress are noted in Section 5. Each citation includes author, title, publication data, and source information. Lengthy annotations are included for 20 of the 58 citations. The bibliography will be updated periodically. (SB)

This report covers the second year of work by the National Center for Research in Vocational Education in assisting states to increase their ability to evaluate programs and services for special populations. The report also provides information on changes that have occurred in the total evaluation system of the participating states since the start of the project. The project procedure was to determine the extent to which a state was able to provide the necessary information to determine program effectiveness in serving individuals within these special groups identified by the Education Amendments of 1976: disadvantaged persons, handicapped persons, women, minorities, and persons with limited English proficiency. This set of information relates to the accessibility of programs, participation of special population individuals, the additional services provided, and the outcomes achieved. Following this analysis, each state was assisted to develop a plan for correcting the identified weakness and to specify the aid that the National Center team could provide. The publication gives a report on this process and the resultant improvements made in the states. The states aided were Alabama, Colorado, Maine, California, and Connecticut. (KC)
Information and recommendations concerning the improvement of Trident Technical College's (TTC's) programs and services are presented in light of federal requirements and institutional obligations. An institutional statement outlining TTC's affirmative position toward educational access for the handicapped is followed by an enumeration of 13 recommendations for the improvement of services to the handicapped. These recommendations include the establishment of procedures and regulations for handicapped services and programs; the creation of a student review board, a handicapped advisory committee, and a handicapped awareness program; and the implementation of an instructional development program to assist faculty in identifying handicapped students and meeting their instructional needs. The report then outlines TTC's legal obligations under Section 504 of the Rehabilitation Act of 1973, and then examines present and suggested services for the handicapped in the areas of admission and registration, academic advisement, student financial aid, veterans' affairs, job placement, and library services. The remainder of the report examines available community resources for handicapped education, handicapped instructional needs, physical barriers, sources of funding, grievance procedures, evaluation of handicapped services, and the role of a proposed Program Accessibility Committee. (JP)

The book presents guidelines for adaptive transportation measures for handicapped students. Part 1 considers the transportation cycle as a means to evaluate individual student competencies at all logical points during the transportation experience. The transportation cycle is reviewed from deciding to transport the student to gaining access to service. Also considered are the integration of handicapped with nonhandicapped passengers, provision of adaptive transportation services by category of handicapping condition rather than individual description of services, general handling techniques for the handicapped passenger, emergency procedures, and a checklist of site and architectural accessibility criteria. Part 2 deals with determination of individual need for adaptive transportation measures based on three way analysis of individual characteristics during observable passenger mobility limitations, use of orthopedic aids during transit, and reliable knowledge about the passenger's known handicapping conditions as they may be relevant to the transportation cycle. Part 3 focuses on management of adaptive transportation issues such as decision making for determining adaptations in transit, special education placement team role, parental transportation role, determination of responsibility for providing transportation, and private contractor's role. A fourth part concentrates on the legal
implications for transporting the handicapped and includes sections on handling complaints regarding student transportation, legal actions initiated by parents, and right to education issues for handicapped students as they relate to adaptive transportation services. Part 5 reports findings of a study on state funding systems for special education and transportation services. Noted among conclusions are that state aid for transportation to local districts varies from a high of 12.99% for Maine to a low of 1.59% for Arizona, and four states fund student transportation at 100% cost. A final part gives an overview of the school planning process for determining adaptive transportation needs of students in the school service area. A systems approach is utilized to describe the planning agency (school system) role, the other agencies involved in adaptive transportation service delivery, their interaction, programs, agency objectives, and individual agency purpose in serving the handicapped. A list of references concludes the document. (SW)


Volume 5 of a nine volume report on a national survey (33 states) of the media and materials needs of special education teachers and students presents a statistical analysis of the general questionnaire items about media and materials. Although the questions were not always identical for all respondent populations, they usually included an assessment of the availability and desirability of various types of hardware and equipment, the percentage of teacher made materials used, the factors most influential in selection of media and materials, the accessibility of materials to parents for home use, and the general level of need for various resources to meet the instructional objectives of teachers. The analysis is presented three times for each respondent population, first for the total respondent population and then for two subgroups (public or nonpublic in the case of teachers and supervisors or other special education personnel for the nonteaching respondent group). A demographic description of each respondent group precedes the analysis for that group. The one question about general materials needs which was identical for all respondent subgroups of teachers indicated the following needs expressed most frequently: additional funds to purchase media and materials; additional resources (time, money) to develop own materials; and new/improved parent directed instructional materials for home use. Nonteaching personnel also reported additional funds and resources as their greatest need. (DB)


Volume 7 of a nine volume report on a national survey (33 states) of the
media and materials needs of special education teachers and students presents a statistical analysis of the questionnaire items concerned with the distribution of special education media and materials. This section of the questionnaire contained items regarding accessibility of various media and materials collections, several logistical questions about the use of these collections, primary borrowing sources, adequacy of these collections, reasons for borrowing, use of collection facilities for activities other than borrowing, general level of dependency upon borrowed materials, and the current and preferred fee structures for use of the various collections. The analysis is presented three times for each respondent population, first for the total respondent population and then for two subgroups (public or nonpublic in the case of teachers and supervisors or other special education personnel for the nonteaching respondent group). A demographic description of each respondent group precedes the analysis for that group. Sample findings for the group of all teachers of the handicapped combined included that 83% of teachers had access to a collection of media and materials at their school site which was used far more frequently than collections located elsewhere. Sample findings for the group of nonteaching personnel included the recommendation that special education media and materials collections be maintained separately from the regular education collection. (DB)


Volume 8 of a nine volume report on a national survey (33 states) of the media and materials needs of special education teachers and students presents a statistical analysis of the questionnaire items on information about special education media and materials. This section contained items regarding topics for which information is available and requested, reasons for requesting information, sources of information used, value of those sources, accessibility of information, and a number of questions regarding the use and logistics of several information retrieval systems and methods for delivery information. The analysis is presented three times for each respondent population, first for the total respondent population and then for two subgroups (public or nonpublic in the case of teachers and supervisors or other special education personnel for the nonteaching respondent group). A demographic description of each respondent group precedes the analysis for that group. Among sample findings for the group of all teachers of the handicapped combined included that computerized materials information retrieval systems were the least readily accessible to them and that catalogs and materials reviews were the most accessible. A sample result for the group of nonteacher personnel was that computerized materials information retrieval systems were also the least accessible sources of information (but significantly more accessible for them than for the teachers). (DB)
This long-range educational plan charts the directions of Vancouver Community College for the period 1980 through 1985. In the introduction, the history of the plan's development is outlined. Chapter I provides a history of the college; presents its organization and structure; and gives an overview of instructional programs, instructional facilities, and operating budget. Chapter II examines the institutional factors and the market factors, including the demographic, economic, and educational settings, likely to affect the 1980-85 plan. Chapter III outlines the nine goals of the college for the 1980's, which relate to the range of college programs, program quality, accessibility, structure, decision making, communication, community relations, support services, and accountability. Areas where improvements and adjustments should be made under the plan are discussed in Chapter IV, specifically with regard to program emphasis and modes of delivery, instructional and student support services, organizational setting, facilities, budget, and planning. Appendices, which make up two-thirds of the report, list the membership of the Educational Plan Committee; provide action plans for dealing with institutional factors likely to affect the educational plan; give a detailed descriptive analysis of market factors which may have an impact on the plan; provide enrollment projections by campus and program area; list space allocations by campus; and present the projected budget for 1980-81 through 1985-86. (HB)

Wise, S. L. (1980). Alumni Ratings as an Indicator of Departmental Quality: 20. The usefulness of alumni ratings in assessing departmental quality was investigated at the University of Illinois by a survey one year after graduation, in 1977. Groups of 4,573 enrolled students and one year later, 1,228 alumni from 22 departments responded to 11 satisfaction items concerning instructional, curricular, advising, and functional aspects of their major departments. The purpose was to assess: (1) whether the factor structure of alumni ratings of major departments is similar to that of enrolled student ratings; (2) whether alumni report degrees of satisfaction different from those of enrolled students; and (3) what the influences are of job-related variables on alumni attitudes toward their major programs and the university in general. The results suggest that former students continue to assess their major programs in the same way after graduation. It was found, however, that alumni were more satisfied with integration of courses, classroom evaluation procedures, and accessibility of instructor than were enrolled students, but less satisfied with vocational guidance. The alumni survey is thus seen as a valuable source of additional information, and is worth the additional expense to administer. (MSE)

Developed primarily from field based research on 19 schools, the book is designed to help facility planners, educational administrators, educators, architects, and citizens make informed choices in planning new or renovated facilities for special education services. The design guidelines are performance based so that intended outcome is given as the criterion rather than the means for achieving that outcome. Chapter 1 examines current directions of special education and the delivery of services for exceptional learners. Basic concepts behind special education programs are outlined. The second chapter deals with the educational facility planning process. Long range educational facility planning is addressed, and planning for new or renovated facilities is discussed. Consideration is given to the facility planning committee, their roles and responsibilities, a participatory model for involvement, organizing the planning process, and steps in the facility planning process. Chapter 3 contains design criteria which are organized into two sections: general building design criteria which is related to the building in its entirety (including accessibility, furniture and equipment, and lighting); and design criteria by special education services (which involve curriculum services and such related services as physical therapy). Chapter 4 is an annotated listing of additional readings directly related to facility design programing or planning. (SBH)


Intended for parents, the manual discusses in detail the education of handicapped children, with a focus on the state of Texas. Section 1 provides basic information and covers such aspects as basic laws and regulations--including the Education for All Handicapped Children Act (P.L. 94-142), case law, and Section 504 of the Rehabilitation Act of 1973. Also reviewed are the obtaining and keeping of records, and their confidentiality. Section 2 focuses on various aspects of the child centered education process. A chapter on individual assessment covers such things as special services, the parent role, testing requirements, and independent evaluation. The individual education plan (IEP) is examined in terms of such areas as goals and objectives, writing the IEP, and the private school. A chapter on placement reviews such aspects as least restrictive setting, mainstreaming, cost of placement, residential placement, accessibility, and contracting for services. Also covered in Section 2 are the referral process and parent and child rights. The third section concerns how to deal with problems, and focuses on such areas as the discipline of handicapped students, taking legal action, and other administrative remedies. In addition, the impartial due process hearing is examined in detail. Also provided are lists of organizations for parents, state agencies, and organizations providing legal assistance in the state of
Texas; a glossary; and brief summaries of important laws, rules, and regulations. Sample forms, letters, checklists, and other aids are appended to individual chapters. (DLS)


Intended as a primer for administrative action, this booklet gives the vocational administrator some basic guidelines and strategies for managing vocational programs and services for handicapped students and clarifies key concepts. The five sections each address one of the major concerns of an administrator: identifying students with handicaps, the individualized education program (IEP), student placement, monitoring and evaluating special services, and managing human resources. Definitions of the handicapped and nine categories of handicap offered in the 1976 vocational education legislation (Public Law 94-482) are provided as well as suggestions for establishing identification procedures (part 1). Detailed planning for each student is discussed in terms of the IEP--its definition, participants, teacher’s contribution, and format, content, and process (part 2). Implications of student placement by the administrator into the least restrictive environment are discussed next, including placement alternatives, admittance requirements, and program accessibility (part 3). An IEP status reporting system is recommended to monitor the program, and a procedure for evaluating the effectiveness of services is presented (part 4). Active teacher involvement is emphasized as important for successful implementation of program ideas and new procedures (part 5). Organization, conduction, and funding of inservice programs are discussed. A brief note on effective advisory councils to expand education and employment opportunities follows. (YLB)


Photo-essays focus on the progress colleges and universities have made in achieving program accessibility for handicapped persons in compliance with Section 504 of the Rehabilitation Act of 1973. Both common problems and innovative solutions to unique problems are included. "People We Never See" introduces the challenge higher education faces to overcome both attitudinal and architectural barriers. "Becoming Aware" depicts campus activities designed to sensitize administrators and students to problems handicapped persons face. "Matching Places to People" specifically deals with architectural modifications that involve adapting facilities to the persons who use them instead of requiring handicapped persons to overcome barriers. "Opening Doors to Special Spaces" shows how campuses have made science laboratories and sports facilities accessible to handicapped persons. "Protecting Human Lives" addresses the problems of assuring the safety of all persons on campuses and
establishing emergency procedures appropriate for both able-bodied and handicapped persons. Other articles include "Taking Time to Listen," "Providing the Comforts of Home," "Putting the Campus on the Map," "New Wheels to Freedom," "Bridging Communications Gaps," and "The Ultimate Benefit." (Author/MLF)


Conditions that influence a school's readiness for change are analyzed in this monograph for the purpose of providing practitioners, especially those who provide assistance to schools, with specific guides for diagnosing readiness for change. The publication is a tool to help school personnel and others make wise and deliberate decisions about adopting or rejecting changes. The first of five sections presents a perspective on schools as social systems composed of individuals and groups interlocked in organized ways. Section two describes some reasons why schools are resistant to change. The third section presents a set of conditions associated with a school's readiness to undergo change. These conditions are grouped into six clusters dealing with (1) accessibility of resources and support, (2) internal press for change, (3) stability of the staff, (4) skill in collaboration, (5) norms about collaboration, and (6) risk-taking. Section four is a discussion of some considerations about collecting diagnostic information. The concluding section presents a list of resources, mostly annotated, for understanding and improving the possibilities of productive change. (Author/MLF)


Sources of information on North American Indians in the Los Angeles metropolitan area are listed in this bibliography of 125 entries relating to urban studies, minority peoples, and migration, as well as specific Indian issues. Citations are organized alphabetically by author under publication type: masters' theses and doctoral dissertations, reports and studies, newspapers (mainly the Los Angeles Herald-Examiner and the Los Angeles Times), journal articles, magazines, and newsletters, selected material in larger works, and unpublished papers. Most entries are dated from the 1970's and late 1960's; note is made of documents obtainable from Dissertation Abstracts International or ERIC. The wide range of topics covered includes adaptation to urban life, health problems, education, employment, cultural affairs, housing, and sociolinguistics. The bibliography is intended to further understanding of Indian problems through increasing accessibility to the literature; college students, teachers, researchers, and persons involved in public administration are potential users. (JH)

The guide details characteristics to provide architecturally accessible special education programs for handicapped students. Impetus for the accessibility movement is traced to legislation, including the Architectural Barriers Act and Sections 503 and 504 of the Rehabilitation Act of 1973. Planning features considered are the development of a master plan, identification of qualitative and quantitative needs, determination of resources, and staff involvement. A final section outlines specific accessibility requirements and current and proposed ANSI (American National Standard Specifications) standards for general interior considerations, specific areas within facilities, ground and floor surfaces, parking and passenger loading zones, ramps, stairs, elevators, drinking fountains, bathrooms, alarms, signage, telephone, and assembly areas. (CL)


In recognition of the critical need for bilingual teachers and in the belief that bilingual teachers can be most efficiently recruited and trained in the community college, the Chancellor's Office of the California Community Colleges has developed several recommendations for a career ladder transfer program in bilingual education. The first of these recommendations calls for merging the two state-supported bilingual training programs--the Bilingual Teacher Corps and the Bilingual Crosscultural Teacher Development Grant Program--to form a single Bilingual Teacher Grant (BTG) Program. The community colleges were selected as the most appropriate institutions to implement the program because of their accessibility to potential bilingual teachers, closeness to the local community, and experience in working effectively with local districts and community leaders. The Chancellor's Office recommends that in selecting recipients for the Bilingual Teacher Grants, factors such as bilinguality, teacher aide and community experience, and financial need be taken into account. Additional recommendations relate to: (1) strong central program direction housed in the Office of the Chancellor; (2) the expansion of current efforts in recruiting and training until the need for bilingual teachers is met; and (3) not using Extended Opportunity Programs and Services funds. (AYC)


The report presents a cost-benefit analysis on the removal of architectural barriers from residential and nonresidential buildings according to
specifications being developed for approval by the American National Standards Institute. Economic benefits and costs are discussed for the following types of buildings: residential housing (highrise facility for the elderly and a single family, detached unit); educational and associated facilities (a college classroom building and a college dormitory); recreational/municipal facilities (a convention/exhibition center); and an extended commercial facility (a retail shopping center). An introductory section contains a summary of information on handicapped individuals in the United States and their general characteristics. (CL)


The paper approaches the issue of educational equity from the perspective of individuals' perceptions of the opportunity available to them and their ability to interact with their world effectively. The proposed model of humanistic behaviorism, with its emphasis on self-efficacy, has special implications for multicultural education. The changing social, environmental conditions with intention to provide more opportunity for those who are traditionally disadvantaged may not result in corresponding equal participation, if the subjective expectancy concerning the personal accessibility to this opportunity is not fostered at the same time. The teacher's role in multicultural settings is a key factor toward the development of students' attitudes about themselves in schools. Goodwill toward students alone may not be sufficient to bring about humane and efficacious interactions, but must be accompanied by responsible, thoughtful strategies, by allowing the student the chance to make the quest for personal control. There exists a reciprocal interactive relationship between teachers' sense of self-efficacy in teaching and motivating the students, students' sense of self-efficacy in their ability to learn, and the general multicultural environmental variable. The development of self-efficacy is contingent upon one's taking personal responsibility for one's teaching or learning. (Author/NEC)


The authors describe many current school design responses to mainstreaming as limited in scope, focusing mainly on barrier free environments. This approach, they suggest, is an incomplete one to a wide range of problems in mainstreaming. An analysis of the literature is seen to demonstrate that barrier free design is casually substituted for the broader concept of mainstreaming. The authors discuss physical solutions to provide environments which promote children's interaction, positive self image, confidence, and accessibility, while allowing for learning and development. (CL)

The larger study of which this research is a part examines the relationship between social scientists and practitioners in the development and dissemination of knowledge through higher education. In this publication the term "cognitive development" is used to refer to the creation and dissemination of knowledge in a field. The concept of the vertical division of labor is examined, especially as it relates to job qualifications and job and life quality. The possibilities for a more equitable distribution of knowledge and responsibility among nonprofessionals are discussed. In a broader view, the role and responsibility of higher education and research in democratization among social classes is addressed. Although economics are an important part of the vertical division of labor now in existence, this structure is found not to be exclusively a capitalist problem. In looking at three models of higher education systems--the traditional elite, the technocratic, and the democratic models--it is concluded that the last of these is the best for increasing accessibility to knowledge. Social science research in higher education is thus felt to have an important role in improving conditions in working life at all levels. (MSE)


In conjunction with the Educational Testing Service and the American Association of Community and Junior Colleges, Greenfield Community College involved students and faculty in an institutional goals inventory designed to identify discrepancies between "what is" and "what should be." The study addressed two types of institutional goals: (1) outcome goals, that is, substantive aims such as the provision of specific community services or curricular offerings; and (2) process goals relating to the campus climate, which help facilitate the achievement of the outcome goals. The outcome goals evaluated in the study were related to general education, intellectual orientation, lifelong learning, cultural awareness, personal development, humanism/altruism, vocational/technical preparation, developmental/remedial preparation, community services, and social criticism. The process goals assessed in the inventory were relevant to counseling and advising, student services, faculty/staff development, intellectual environment, innovation, college community, freedom, accessibility, effective management, and accountability. The study report provides graphs illustrating inventory findings in terms of the mean discrepancies between the perceptions of students and faculty with regard to each of the 20 goals. Definitions for each of the goals are also provided. (JP)
A study was conducted to improve accessibility of the handicapped to appropriate vocational education experiences. To accomplish this purpose two handbooks for vocational administrators were designed, developed and disseminated, and a third handbook was planned. (These handbooks cover federal laws affecting vocational education for the handicapped secondary students, implementation of mainstreaming concepts in vocational education, and the administration of vocational adjustment classes or work experience coordination for handicapped students.) In addition, three individual studies were conducted to identify competencies needed by any student entering a regular vocational program in agriculture, auto mechanics, and homemaking education. From these competencies special education teachers identified those skills which handicapped students might be expected to achieve independently or with special education services. Social skills were cited as most important entry competencies. However, with special services, such as a teacher aide, handicapped students were expected to be able to achieve most of the required entry competencies. These results should be considered when designing inservice for vocational special needs personnel and when considering individual educational programs and placement. (Author/BM)

This evaluative checklist for the evaluation of educational media programs in higher education is designed so that it can be self-administered without extensive inventory of all resource items within the program. Fundamental elements included in this checklist are assumed to be common to most educational media programs. These include (1) administrator and teacher commitment to the proper use of educational media for instructional purposes; (2) use of educational media as an integral part of curriculum instruction; (3) accessibility of the media center to the faculty, staff, and students; (4) physical facilities conducive to the proper use of educational media; (5) adequate financing and proper budgeting; and (6) adequate qualified staff. A list of criteria for each of these elements and a profile sheet for developing a profile image of an educational media program based on an evaluation using the checklist are also included. (CHC)

This evaluative checklist for the evaluation of educational media services in public schools is designed so that it can be self-administered without extensive inventory of all resource items within the program. The elements contained in this checklist are assumed to be common to most educational
media programs. These include (1) administrator and teacher commitment to the proper use of educational media for instructional purposes; (2) the use of educational media as an integral part of curriculum and instruction; (3) accessibility of the media center to faculty, staff, and students; (4) physical facilities conducive to the proper use of educational media; (5) adequate financing and budgeting; and (6) adequate qualified staff. A list of criteria for each of these elements and a profile sheet for developing a profile image of an educational media program based on an evaluation using the checklist are also included. (CHC)

This document provides a "blueprint for action," based on the findings of Pathways to Employment II, a national meeting designed to identify local, state, and national strategies for improving the opportunities available to disabled youth for education, training, and employment. Following a statement of the problem, and a summary of the administrative and legislative recommendations, and recommendations to the education community and to the handicapped public, the booklet presents local, state, and national strategies. Each strategy area is accompanied by a list of the barriers to the handicapped in that area, a recommendation of what should be done, a statement of how it can be done, and a statement of who has to take the action. Strategies are developed for overcoming barriers to the handicapped in the following areas: financing, personnel preparation, programming, legislation, parents and advocacy groups, materials, interagency cooperation, employers, unions, accessibility, consumers, testing and evaluation, attitudes, insurance, and sheltered workshops. The publication also offers a description of how a similar meeting could be held on the state or local level, and provides a list of workshop delegates to Pathways II. (KC)

The relationship between capital available for student loans and the types of programs through which loans are made to students is examined in this paper on educational finance. Cost of attendance, amount of grant aid, and ability to pay are investigated as factors that affect the amount of loans a student needs to finance a college education. Data on each aspect is analyzed for every state. A comparison of state loan programs includes the average loan amount per student. Results of the study indicate a lack of relationship between loan amounts and structural characteristics of the states. The cost of attendance is found to be closely correlated with the net cost to the family. The average loan amount is positively related to cost of attendance and net costs to the family. Regression analysis suggests that the existence of a state guarantee loan agency has little effect on a state’s average loan amount per student. The presence of state loan agencies may lower default rates and operating
expenses, and increase accessibility to loans. It is concluded that the presence of a state loan agency depends on the position that a state takes toward the support of education and that as loans become a more important component of financing students’ education costs, states prefer to use state agencies. (Author/SF)

Institute for Responsive Education Boston MA.[BBB11311] (1979). [Four Short Papers Highlighting Aspects of a Study of Citizens' Organizations: Citizen Participation in Educational Decisionmaking]. Massachusetts: 10. Each of these four papers highlights findings of a National Institute of Education-sponsored project entitled "Citizen Organizations: A Study of Citizen Participation in Educational Decisionmaking." The first paper, "Class, Power, and Networking: Implications of Existing Network Patterns Among Groups," discusses the effect of inter-organizational exchanges of information and resources on organizational effectiveness. Study findings indicated that middle-class groups had the most extensive networks, but it remained unclear whether networks were a cause or a result of organizational influence. The second paper, "Implications of the Research for Citizen Participation," presents evidence to support the finding that community organizations are preoccupied with self-survival and therefore other priorities including representation of community interests in school policy are secondary to that effort. Implications for organizations and government are discussed. "School Boards, Public Participation and Public Control of Public Schools," the third paper, discusses patterns of school governance and the effect of school board accessibility on the behavior of citizen participation groups. The last paper, "School Administrators and Citizen Groups," presents evidence to suggest that although legally mandated citizen participation groups are the most available vehicle for involvement in school policy, they cannot replace voluntary organizations and might be more effective if they established links with voluntary groups. (MK)

Jarrell, H. J. (1979). Accessibility of Private, Grant-Making Foundations to Private Institutions of Higher Education. Maryland: 382. The purpose of this study was to determine how accessible private and corporate grant-making foundations were to private institutions of higher education. Tax returns for 1975 were examined from 312 foundations, and a total of 2,878 grants to institutions of higher education amounting to $126,920,000 was identified. Private institutions of higher education were divided into five types: research, doctoral, comprehensive, liberal arts, and two-year. In addition, separate classifications were made of public and predominantly black institutions. Grants were analyzed by these distinguishing characteristics of foundations: type; total dollar amount of grants awarded; asset size; categories of aid supported; geographic orientation; and geographic location. Results showed foundations were not equally accessible to each type of institution, either in dollar amounts
or number of grants awarded. Private research universities received the largest foundation dollar support, while private two-year colleges received the smallest average grants. Based on data from these analyses, a set of variables was obtained that higher education institutions could use to measure their potential success in obtaining funding from foundations: that is, an index of accessibility. (Author/MSE)


As a reference guide for handicapped students at Delhi College, this handbook provides information relative to and identifies the physical skills necessary for the completion of core courses in 37 academic programs in the areas of agriculture and life sciences, engineering technologies, business and management, vocational education, and general studies. For each program, the handbook provides information about: (1) course requirements in terms of lectures, laboratory work, reading assignments, library work, papers, guest lectures, field trips, and internships; (2) the physical accessibility of the lecture and laboratory settings and the type of furniture utilized in these settings; (3) the instructional methods and materials used in lectures and laboratories and the availability of special assistance and alternative examination methods; (4) the physical demands of the course, including requirements for standing, stooping, lifting, motor coordination, tactile sensitivity, ability to take notes, and task completion speed; and (5) the extent to which the class environment duplicates actual working conditions. Technical electives and independent study courses are not included in the handbook. (JP)


An ERIC search was conducted to determine what studies have been completed comparing the quality of part-time faculty with that of full-time teachers. The search found no comparative studies, but it did reveal that evaluations of part-time teachers are often subjective and provide inconclusive findings. Although some studies point to the higher percentages of full-time faculty with higher degrees and with more teaching experience, other studies stress the valuable expertise brought by part-time instructors from the business world. Other sources consider evaluation tools, support services, and accessibility of faculty. The search also sought to determine the ways in which part-time instructors are used most effectively. Studies revealed that part-time faculty are highly used in adult education and extension courses, that they provide specialized expertise, and that they are willing to teach at odd times and locations. This insures the college's ability to adjust to sudden shifts in enrollment and course needs. The final area of investigation of the search was related to the differences between the responsibilities of full- and part-time faculty. Findings indicated that many part-time staff are not given office
space and are not paid to hold office hours or participate in orientation or
department meetings. References to specific studies are included. (JP)

Sweden: 59.
This booklet describes the status of Sweden's educational system, its
development since 1950, and the means for bringing about its reform. The
first section gives a brief overview of education in Sweden at the end of
the 1970's. The second section is concerned with the last three decades
of development of Sweden's educational system, including discussions of
the development of the school system as one part of the development of
Swedish society, comprehensive school and upper secondary school, the
accessibility of schools, student choice of a specialization, and equality
between the sexes and freedom of choice. In addition, the following topics
are covered: the schools and society; differentiation--a difficult issue; who
makes decisions on the schools?; education for adults; universities and
professional colleges during the 1950's and 1960's; higher education for
new categories of students; and the location and structure of higher
education. The third section considers the emerging pattern in Sweden of
alternating periods of education and work. The strategy and instruments of
educational reform, with focus on educational policymakers and
administrative agencies, are examined in the fourth section. (DCS)

Statewide Plan for the Delivery of Programs and Services to Handicapped
Students in Maryland Community Colleges. Maryland: 77.
The Maryland statewide plan to improve access to community college
education for the state's handicapped population is presented in five parts.
The first section describes the efforts to determine the current status of
handicapped students in the community college, through extensive college
self-analysis. These involved the development of plans for the
architectural accessibility of college programs and a self-evaluation of
college policies, practices, and programs to determine whether
discrimination exists. This first section also states reasons to expect
increased handicapped enrollments and the premises upon which the
state plan is based. The second section describes specialized projects at
some community colleges which reflect the current conditions in the
delivery of educational services to the handicapped. The third section
reviews existing funding sources, while the fourth considers enrollment
trends and the prevalence of specific disabilities in the state. The fifth
section contains recommendations in the areas of use of existing
resources, in-service training, training aides, articulation, resource centers,
auxiliary aids, costs, possible financing, and facilities modification.
Appendices include Section 504 of the Rehabilitation Act of 1973, a list of
courses for the handicapped, information on the planning process,
definitions, and tabular data on enrollment, disabilities, and costs. (LS)

The review of the Maryland statewide plan for postsecondary education was designed to identify and analyze issues confronting postsecondary education that were not contained in the initial plan and to evaluate progress made in carrying out recommendations in the initial plan. After an introduction, Chapter Two focuses on four new planning initiatives: higher education in the greater Baltimore metropolitan area, financing community colleges, financing auxiliary enterprise facilities, and faculty and administrative salaries at public four-year institutions. Chapter Three explores the implementation of role and mission actions in areas such as research and public service. Enrollments are discussed in Chapter Four and programs (e.g., for registered nurses, high ability students, continuing teacher education) are surveyed in the fifth chapter. Finance is examined in Chapter Six, including total funding levels, need-based grants for proprietary school students, and BEOG awards, among others. Chapter Seven considers facilities in areas such as dormitory construction and handicapped accessibility. The final chapter assesses faculty, libraries, and computer services. (PHR)


The status of statewide planning for postsecondary education in Mississippi is examined. Existing planning efforts and results for public universities, public junior colleges, private junior and senior colleges, and proprietary schools are described. Information was obtained primarily from published reports of the institutions, letters, questionnaires, and public documents. In Chapter I the development of Mississippi postsecondary education is reviewed including a brief history of the planning process and state higher education statistics. The needs and resources of higher education are examined in Chapter II. Enrollment rate and popular areas of study are discussed. Financing of Mississippi postsecondary education is discussed in Chapter III focusing on formulas for fund allocation. Chapter IV presents a discussion of the role of state planners and the scope of statewide education establishments. Information is also provided concerning the role and goals of individual institutions. In Chapter V accessibility to education is examined through a discussion of geographic factors, branch campuses, off-campus centers, information centers, educational television, regionalization, and financial aid. Admissions requirements, programs and degrees, and graduate programs for each Mississippi institution are discussed in Chapter VI. The status of health education is examined in Chapter VII including medical schools, postgraduate medical education, dental education, nursing education, and

This report is a first effort of the Missouri Advisory Committee to the U.S. Commission on Civil Rights to determine the current dimensions of race relations in rural areas of Missouri. Callaway County and its county seat, Fulton, are described, and problems faced by blacks in the schools and in obtaining housing and employment are explored, the accessibility of locally and federally funded services is analyzed, and conclusions and recommendations of the advisory committee are outlined. They include: (1) improving communication between the black community and the schools; (2) improving job opportunities for minorities and women through effective affirmative action plans; (3) improving the allocation of local funds and municipal construction efforts in black neighborhoods; and (4) improving relations between the black community and the police department through a community relations program. (Author/EB)


Positions on 37 issues related to higher education's implementation of section 504 were developed by the National Association of College and University Business Officers (NACUBO). This project is a part of the interassociation effort (Higher Education and the Handicapped--HEATH) to provide colleges and universities with information and technical assistance on section 504. Section 504 is a civil rights law that guarantees equal opportunities for handicapped persons. The touchstone of section 504 is integration and not segregation. Separate or different treatment of handicapped persons is only permitted under section 504 when it is absolutely necessary to achieve full participation. Section 504 mandates the accessibility of programs and activities that already exist, and a full integration of handicapped persons throughout existing programs and institutional structures. The objective of the task force in developing positions on the issues was the achievement of consensus among persons representing diverse backgrounds and interests. The positions represent general consensus of the group, but not all members of the task force are in full agreement with every position. (SW)


This report discusses the program and plans of the National Center for Education Statistics (NCES) for 1979-80. The publication provides an overview of the major program activities for fiscal year 1979 and plans for
1980. The center provides data to monitor trends in education and address key policy issues. These data are supplemented by special studies mandated by Congress or developed in response to a specific need. The NCES program is divided into two major activities. The education statistics program develops and maintains a core of education statistics on both institutions and individuals for monitoring trends in elementary secondary and postsecondary education and for providing information to address policy issues. The statistical services program develops and maintains a comprehensive program of services to maximize accessibility and usefulness of NCES education statistics. (Author/JM)


Statistical information on 620 museums and historical societies in New York State is presented. This report provides a description of the current condition and value of museums and historical societies. The report presents a perspective which can help organizations make decisions about policies, such as commitment of resources. The information was obtained from a questionnaire with yes/no check-off responses. Data on individual organizations are not reported, nor are the organizations named. Also, state-operated historical sites are not included. The report is presented in nine chapters. Chapter I reports statistical highlights of the survey: (1) history organizations accounted for approximately 72% of those surveyed; other-combined organizations, 15%; art organizations, 9%; and science organizations, 5%; (2) the majority of museums and historical societies were governed by independent nonprofit organizations; (3) the majority had collections and conducted educational activities; (4) the majority of art and science organizations had budgets over $100,000, paid staff, and administrative and exhibition facilities; (5) most history organizations had small budgets, few or no paid staff, and limited facilities; and (6) the other-combined organizations ranked lowest in terms of membership, but highest in annual attendance. Subsequent chapters provide data on types of organizations and subject specialization; governing authority and incorporation; annual operating budget; facilities; cultural education programs; collections, attendance, membership, and accessibility; and personnel. The appendix contains sources for additional information on museums and historical societies and a copy of the survey questionnaire. (KC)


The document presents findings of a task force on services to disturbed children in Illinois which focuses on services relating to early identification and treatment during infancy and early childhood. A review of research
showed that services during early childhood can effectively help many individual children toward living more fully functional lives and such services can also lower the need for more intensive and extensive later services. The task force found that services are being delivered effectively to some children in some part of the state; but there exists a lag in the availability of quality programs and in accessibility for all children in need. Recommendations were made in four areas: development of public awareness and education, provision for early detection and referral, ensuring early treatment and followup, and development of an ongoing program of research and evaluation. (SBH)

Postsecondary education programs available to inmates, wards, and ex-offenders in the State of California are examined in this summary report. Data were collected from five areas: (1) correctional institutions and postsecondary institutions; (2) surveys of inmates, wards, ex-offenders, and employees of correctional institutions and faculty from participating colleges; (3) parolees who participated in a postsecondary education program while incarcerated; (4) case study site visits to prison-based postsecondary programs; and (5) case study site visits to ex-offender programs offered by postsecondary institutions. A brief description of 16 California correctional institutes and their education programs is provided, and programs for ex-offenders at community colleges and state universities are also described. Recommendations are made in the area of program delivery, expansion of postsecondary programs beyond the associate degree level; accessibility of programs; facility and services improvements; increased emphasis on ex-offender programs; and increased resources allocation. (SF)

Rural conditions influence the implementation and effect of vocational education policies dealing with funding, accessibility, economics, and local values. By law funding formulas must consider two criteria: relative district wealth, often determined by property values, which have a low correlation to median family income; and concentration of low-income families, which depends on the number applying for aid at often inaccessible rural agencies or on historically underestimated rural unemployment rates. Inaccessibility and transportation problems can limit participation dispersed populations. Rural vocational education may not provide diversified skill training to offset rural underemployment or skills essential for rural living, such as auto repair. Rural conservatism and values may block implementation of nontraditional federal policy, such as women's education. Self-employment, self-reliance, and wide-ranging skills are rural values which run counter to those implied by imposed schedules and
The handbook was designed to assist those interested in developing accessible programs for the handicapped in a variety of settings - parks, recreational areas, community centers, and other cultural and educational facilities - by providing information on how the Children's Experimental Workshop (CEW) was created, implemented, and evaluated. The first section provides an account of methods tested in the ongoing program and describes people most intimately associated with the workshops. Section 2 details a typical day's activities in the CEW program. The third section is an interview with one instructor exploring her feelings working with the CEW. The fourth section provides step by step instructions for creative projects in the following areas: pottery, puppets, story telling, weaving, batik, and earth color painting. The final section gives names and addresses of resources with information on such topics as fund raising and physical accessibility, and program notes and suggestions on initiating and planning an interpretive arts workshop, insuring site accessibility, writing a program proposal, and scheduling the program. (Author/PHR)

Since the last comprehensive museum survey was conducted in 1971-72, no current data has been gathered about the museum field. Because the field has not remained static it has become difficult to apply the 1971-72 survey findings to current museum situations. Because of this, the National Center for Education Statistics (NCES) was requested to conduct a survey of museums and provide relevant data. NCES, in turn, requested the Statistical Analysis Group in Education (SAGE) to provide assistance in the development of the survey by conducting informal interviews with museum directors. This report, which is the result of the interviews, contains a discussion of issues and information needs facing museums and the justification for the inclusion of the nine sections of the questionnaire. These sections are (1) purpose and governing authority, (2) collections and exhibitions, (3) conservation, (4) education and public programs, (5) accessibility and attendance, (6) personnel, (7) finance and budget, (8) security, and (9) facilities. Concluding the report is a copy of the proposed survey and a list of definitions for terms which appear in the survey. (APG)

This review surveys the literature emanating from less developed countries (LDCs) and international agencies that deals with their
perception of the needs of LDCs for scientific and technical information (STI) in relation to social and economic development. It explores five major areas: (1) recognition of STI as it is expressed through international and national STI systems and efforts; (2) availability of STI, including expression of needs for types of STI, selection and acquisition of STI literature, and awareness of STI resources in the United States; (3) accessibility of STI, including its intellectual organization, housing, dissemination, use of information technology, and building of networks; (4) utilization of STI, including use of STI systems, user education, user requirements, promotion, and marketing and evaluation; and (5) education and training of information professionals, including university and continuing education. The major findings and perceived obstacles are summarized in the concluding section. An appendix lists scientific and technical subjects covered by United Nations-related information systems and services. References are provided. (FM)


This manual is a resource of ideas and suggestions for comprehensive statewide planning of vocational education. It is directed toward both experienced and inexperienced vocational education planners. The data analysis and display techniques presented are useful for producing information for developing state plans and for communicating data-based information to planners, administrators and to other persons who contribute to, react to, or review vocational education planning efforts and documents. The manual includes information which can be used in carrying out three planning tasks: (1) formulating program goals and objectives; (2) planning the allocation of resources for the achievement of goals and objectives; and (3) monitoring and evaluating a plan. The uses of demographic and related information in vocational education planning are given special treatment. Topics include use of demographics and census data for identifying economically depressed areas, areas of high unemployment, and planning regions, and use of it for distribution of funds according to economic and social factors or student accessibility. Examples are also provided of how data analysis techniques and display procedures can be applied to vocational education planning. General concepts are discussed (e.g., sample vs. population and descriptive vs. inferential statistics) as well as specific analysis methods (e.g., multiple enumeration, relationship analysis, and curvilinear trends and regression) and such display techniques as tabular, graphic, line graphs, pie and column charts, pictorial displays, and statistical maps. (PV)


Responses to a questionnaire survey of 1100 superintendents of school
districts in Texas and the 20 directors of Texas's regional education service centers (RESCs) provided the data for this study of the equity and accessibility of RESC services across the state. The report describes the Texas educational system and the RESCs, lists the data sources, and presents the findings and observations. Results are discussed in detail according to 19 questions that the study sought to answer. The findings indicate that school district use of RESC services varies more according to size than to any other district variable, especially in the area of computer services. Smaller districts tend to use more media and technical assistance services. School district wealth was found to be a significant factor in hiring substitute teachers to allow local staff to participate in RESC workshops: poorer districts participated less. With the exception of computer services, poor and wealthy districts availed themselves fairly equally of RESC services. Differences among the ESAs in Texas appear to be more dependent upon leadership than upon demographic characteristics. Recommendations include periodic performance reviews of RESC directors, improved accountability, and increases in base funding. Regional graphs and project instruments are appended. (WD)


This document contains the four state-of-the-art papers that serve as planning materials for construction of the planning guide for the project, Accessibility to Vocational Education Programs and Facilities for Handicapped Persons. The first paper suggests techniques by which school administrators can identify barriers to vocational education programs faced by handicapped persons. Sixteen techniques are described and their strengths and weaknesses discussed. The second paper identifies and describes group techniques for generating strategies to overcome barriers to vocational education for the handicapped. Five techniques are described in detail and their strengths and weaknesses considered. The third paper identifies procedures for use in estimating costs and allocating resources within the context of the legal and policy directives of the Vocational Education Amendments, Section 504 of the Rehabilitation Act, and P. L. 94-142. Primary focus is on costing and resource allocation to remove barriers to program accessibility. The fourth paper identifies and discusses federal guideline documents available to local school administrators in addressing accessibility. (YLB)

The entry-into-practice movement in nursing education was triggered most recently by a bill known as the 1985 Resolution which would require a baccalaureate degree as preparation for licensure as a registered professional nurse in New York by 1985. Several related issues have implications for community college administrators and educators. Those
issues related to registered nurse licensure for the associate degree nursing graduates include: each state determines the legislative mandates for licensure; differing regulations and requirements hinder interstate mobility of graduates; the legislative process may not be the best way to effect change in the standards and practice of nursing. Two additional issues have potential for impact on community colleges: (1) the need for separate licensure examinations for associate degree and baccalaureate (B.A.) graduates as opposed to a common core examination with further examination for the B.A. nurse; and (2) the problems of cost, accessibility, and quality of offerings that are associated with mandatory continuing education for relicensure. Issues relative to entry into practice are also of concern to administrators. These include the frequent utilization of graduates of B.A. and associate degree nursing programs in the same way by employers; statewide efforts toward differentiation of practice; and articulation from one level of nursing education to another. (MB)

Evaluation methods for master's degree programs should be substantially different from those currently used for doctoral degree programs. Three current methods, that of Beverley Hurlbert, that of Jack Gourman, and that using departmental reputations as the major criterion, are insufficient. Elements that should be included in the evaluation are the department itself, ancillary departments that could reasonably be expected to attract a substantial number of students from the department being rated, campus facilities used by the department, and the advantages and disadvantages of the surrounding community for the subject being studied. Department measures include: the faculty's scholarship; amount of time faculty devote to teaching, advising, guiding student research, and student contact; quality of students, measured by Graduate Record Examination scores, undergraduate grades weighted by college quality, and current jobs and cumulative experience; student participation in department and campus life; and graduate placement record. Campus-wide measures include strength and accessibility of related departments, and the quality of facilities a program draws upon most. Although the community environs should be considered, they should not be weighted too heavily. A list of references is included. (MSE)

The physical facilities of 700 colleges and universities of the United States were studied by the National Center for Education Statistics in the fall of 1977. The primary study objectives were to: (1) develop a reliable estimate of what American colleges and universities must spend to make their programs accessible to the mobility impaired, as required by Section
504 of the Rehabilitation Act of 1973; and (2) examine the relationship between physical plant accessibility and program accessibility. Information is presented on the current state of physical accessibility on American campuses and the way in which they will modify their space to achieve program accessibility. A detailed analysis of the cost implications is included, as are floor plans and architectural modification specifications. Estimates of the numbers and enrollment patterns of various groups of handicapped are presented. The ability of institutions of higher education to house these students is also discussed. Two technical chapters are included that discuss the methodology employed in the study and assess the quality of the data presented in the report. Limitations of the scope of the study are also covered. The final chapter describes how well institutions understand the impact of Section 504. Appendices include a sample survey instrument, site visit survey forms, and a study workbook. (SW)

Young, B. and S. Leslie (1979). Needs Assessment of Sensory Handicapped Students at CEGEPS in Quebec. Canada Quebec: 71. Findings and recommendations are presented in this report of a research project conducted by Dawson College to assess the educational needs of the sensorially handicapped at the college level, especially as they relate to Quebec's Colleges of General and Professional Education (CEGEP). Chapter I presents the objectives of the study, places the study in the context of the current state of post-secondary education for sensorially handicapped individuals in Quebec, and defines terminology. It goes on to describe the research design, which included a province-wide survey of current and former CEGEP students with sensory handicaps, sensorially handicapped secondary school students, college personnel, and non-CEGEP personnel involved with the sensorially handicapped. Chapter II highlights problem areas confronting handicapped students with respect to their education at the CEGEP which were revealed by the study--for the hearing impaired these problems were primarily related to verbal communication; for the visually impaired the major obstacles related to accessibility to written materials. Chapter III presents recommendations for the improvement of access and integration of handicapped students in the areas of support services, information, orientation and integration, admission and registration, and community outreach. Chapter IV summarizes findings and presents suggestions for future directions. (JP)

(1978). The White House Conference on Handicapped Individuals. Volume Three: Implementation Plan. District of Columbia: 303. The document is a guide to legislative and administrative implementation of the recommendations of the White House Conference on Handicapped Individuals. The report is divided into the following three sections: (1) priority action items, such as formulation of national policy and consumer involvement in planning and decision making; (2) major findings, for
instance, the cross cutting concern for public awareness and the need for attitudinal change; and (3) 15 areas in which action is recommended, displayed in terms of the type of action (federal, state, or local), and, in the case of federal action, the agency responsible and a target completion date. Following is a list of the areas covered in the document: architectural accessibility and safety, attitudes and awareness, civil rights, communication, cultural and leisure activities, economics, education, government organizations and practices, health, housing, services to disabled veterans, special populations--handicapped aged persons, minority handicapped persons, and transportation. Appendixes include: a description of the White House Conference Papers (volumes I-III), a glossary of acronyms and terms, a general cross index, and a list of the directors of the State White House Conferences. (PHR)


Three papers are presented from a conference on governmental and economic affairs held at the University of Arkansas at Little Rock. In "Federal Legislation and Higher Education," John P. Mallan pointed out that the major portion of funds is channeled through student aid programs, and research and development funds are concentrated in a few institutions. Proposals for accessibility to federal research funds are presented, and federal regulations for which the Federal Government pays no implementation costs are discussed. In "Financing Post Secondary Education: Expenditure Priorities and Tax Effort and Ability of State and Local Governments," Kenneth E. Quindry recommended that tuition and fee support be stabilized as to relative share and that such support be equalized according to ability to pay. Criteria for optimum tax systems are presented and related to current taxation with the southern region. Southern Regional Education Board studies of state and local tax ability and tax effort are discussed. In "Population, Occupational and Economic Factors Related to Higher Education," Forrest H. Pollard describes demographics of population growth and migration. Population groups, enrollment patterns, education attainment, occupational employment, and per capita income for the state of Arkansas, for Pulaski and adjacent counties, and Little Rock-North Little Rock Standard Metropolitan Statistical Area are presented. (SW)


A study was conducted to (1) identify what structural changes need to be made to existing buildings in order to make vocational programs accessible to handicapped persons in Pennsylvania and (2) determine the costs of making required structural modifications. Ten persons who were
either handicapped or who were associated with programs designed for handicapped were interviewed to develop a checklist to be used by the evaluators when conducting on-site visits. The checklist consisted of a list of fifteen physical barriers for handicapped students. Site visits were conducted to seventy-eight area vocational technical schools, sixteen comprehensive high schools, and fifteen community colleges. Among the findings was that none of the schools was in full compliance with the provisions of Section 504 of the Rehabilitation Act of 1973. In order to make all vocational programs accessible to handicapped persons, it is estimated that the total cost for needed modifications is $2,562,921.00 in area vocational technical schools, $499,468.00 in community colleges, and $834,550.00 in twelve comprehensive high schools. (Tables showing items at each school not in compliance with American National Standards Institute standards and estimated costs for modifications are provided. The accessibility checklist is appended.) (LRA)

Bennett, A. M. (1978). Telehealth Handbook. A Guide to Telecommunications Technology for Rural Health Care. District of Columbia: 164. Emphasizing primary care, this handbook focuses on the application of specific types of telecommunications technology to the process of information exchange within a rural health care system. Its purpose is to provide guidance to health care planners who want to consider the potential of telecommunications technology for improving quality, accessibility, and efficiency of care. Taking a functional, applications-oriented approach, it integrates the issues and recommends a decision-making process. The range of technologies discussed includes not only the expensive and exotic but also the rather inexpensive, everyday technologies that should be available in many parts of the country. Content includes background material on health care and information exchange; the concept of a network and the distinction between telecommunications links and end-instruments; functional applications of telehealth systems (patient care management, administration, education); technical components of telehealth--transmission (narrowband, telephone, radio, broadband, networks), end-instruments (audio, telemetry, data/record, video, slow-scan television, patient-viewing video devices); process for assessing feasibility of telehealth in a specific setting; paying for telehealth. More than 50 current and planned telehealth projects and references for additional information are briefly described. (RS)

Biehl, G. R. (1978). Guide to the Section 504 Self-Evaluation for Colleges and Universities: 132. Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), as amended (P.L. 93- 516), mandates equal opportunity for qualified handicapped persons in education programs, and activities of all recipients of federal financial assistance. Section 504 is a civil rights statute that prohibits discrimination on the basis of handicap, obligates colleges and
universities to make certain adjustments and accommodations, and offers to handicapped persons the opportunity to participate fully in all education programs and activities. The Self-Evaluation under Section 504 is the principal process through which compliance with the statute is to be assessed and full participation in programs and activities is to be ensured. This guide is designed to assist college and university officials in the completion of their section 504 institutional self-evaluations. The five chapters cover: general provisions, key terms, and general actions contained in the regulations; program accessibility; student programs, activities, and services (including admissions and recruitment, academic programs and adjustments, and services such as transportation, health and insurance, housing, financial and employment assistance, and nonacademic services); and employment. A discussion of plan implementation includes a format for organizing the tasks of planning records, collecting and evaluating data, implementing actions, maintaining necessary records, and monitoring the evaluation and compliance efforts. Sources of additional information and technical assistance are appended. (Author/SPG)

Approaches to student financial aid that are used in Illinois are described. Illinois tries to respond to the separate priorities of guaranteeing both access and reasonable choice. Over 60 percent of students at public four-year colleges, and about 18 percent of students attending community colleges receive need-based aid. The need-based student aid program is available to full-time and half-time students and to all students regardless of their academic standing. The need to coordinate with federal financial aid programs is emphasized. Additionally, some kind of formula based on the accessibility of loans is recommended. Illinois' maximum award has grown over time from about $600 in the beginning, to a current $1,650. Illinois has also stabilized the enrollments between the public and private schools in the state so that institutions equally share the situations of enrollment growth or enrollment decline. It is projected that half-time students will increasingly seek to participate in postsecondary education and jobs, or other pursuits. The importance of scheduling financial aid decisions to provide students with flexibility in their enrollment decisions is noted. Concerns related to accountability include the institutions' determination of eligibility of funds. Some audits may determine whether the packaging of aid is within the guidelines established by the state. Institutions also need to have clear refund policies that are implemented by state authorities and that protect students. (SW)

One of the most far-reaching results of the passage of the Education of All Handicapped Children Act (P.L. 94-142, signed into law November 29,
1975) is the increase in the number of deaf children being mainstreamed into regular public school programs. This increase in deaf children in public school programs will demand not only modification of existing academic programs to permit equal program accessibility to the deaf child, but also the development and implementation of appropriate support service systems. It is anticipated that the school counselor will emerge as the key support system for the deaf child attending a public school program. This increasingly important function of the counselor will necessitate an understanding of the specific social and psychological needs of the deaf child, and the strategies that may be employed to meet these needs. An overview of the social and psychological needs of the deaf child attending the public school system is provided. Suggestions and strategies for counseling and "outreach" support activities are offered. (Author)


This bulletin speaks to the major issue of providing equal opportunity for handicapped students through implementation of the program accessibility requirements of Section 504, Subpart C of the Rehabilitation Act of 1973. The purpose of this bulletin is to share significant highlights of a conference on "Barrier-Free Environments and the Schools," discuss the idea of "program accessibility," and suggest steps for compliance with this legislation. The scope of the act is illustrated in tables and the document explains how the subparts require immediate action by educational leaders. With regard to existing facilities, the section is a "program access" law rather than a "barrier-free" law. The major concept is that the program must be available to and usable by handicapped persons. For new facilities, the law is unequivocal regarding accessibility--all new facilities (or new parts of facilities) must be "readily accessible to and usable by handicapped persons." Procedures that administrators should follow to ensure compliance with the law are outlined and sources of assistance are listed. The appendices contain rules and regulations for the legislation, a checklist to determine whether buildings are accessible to the physically handicapped, and an annotated bibliography. (Author/MLF)


Section 504 of the Rehabilitation Act of 1973 is the first major statutory civil rights enactment that protects handicapped individuals from discriminatory practices in employment and educational opportunities and in accessibility to federally supported programs and activities. The purpose of this handbook is to examine the statutory and regulatory requirements of Title V, Section 504, and to outline the administrative responsibilities of local educational agencies relative to its successful implementation. The goals of this handbook are similar to those of "Public Law 94-142: Special Education in Transition," a companion document. To
achieve these goals, the handbook is divided into five chapters covering substantive and procedural issues, employment practices, and program accessibility. Two final chapters offer a comparison of Section 504 and P.L. 94-142 and identify future trends. The book concludes that the Section 504 regulation, in concert with P.L. 94-142, can provide much needed relief to handicapped individuals. A checklist provided at the end helps determine the accessibility of buildings to the physically handicapped. (Author/LD)


This book was developed to help administrators meet the challenge of compliance with the regulations implementing Section 504 of the Rehabilitation Act of 1973. All colleges, universities, and other organizations that are funded by the Department of Health, Education, and Welfare (HEW) have until June 3, 1980, to make structural modifications necessary to make their programs fully accessible to handicapped persons. Programs are to be accessible now in all cases in which structural modifications are not necessary. Nine chapters and an introduction trace the steps in developing a program for accessibility, from understanding what constitutes a barrier in the built environment to specific recommendations on site and building design and design of science laboratories. The functional relationships between various disabilities and the use of the environment are described. Design requirements associated with these functional relationships are described and illustrated. State of the art information about instructional aids is broken down into three groups: instructional aids for the mobility impaired, aids for students with sight disabilities, and aids for students with hearing disabilities. The final chapter discusses resource and funding sources. (Author/MLF)


This two-part bibliography on nonsexist career counseling for women is designed to provide resources for counselors, counselor educators, teachers, and others desiring to facilitate positive, nonstereotyped career awareness and development of women at secondary and postsecondary educational levels. Adolescent and adult women seeking career counseling resources should also find specific sections useful. The materials were selected primarily for their direct relevance to women's educational equity in the realm of career counseling, for their recency, and for their accessibility to potential users. The first part, presented here, contains information on counselor training and professional development, counseling resources, career interest measurements, and minority women. The section on minority women is primarily a compilation of the entries related to minority women found in other sections throughout the
two-part bibliography on career counseling. (Author)

This two-part bibliography on nonsexist career counseling for women is designed to provide resources for counselors, counselor educators, teachers, and others desiring to facilitate positive, nonstereotyped career awareness and development of women at secondary and postsecondary educational levels. Adolescent and adult women seeking career counseling resources should also find specific sections useful. Materials were selected primarily for their direct relevance to women's educational equity in the realm of career counseling, for their recency, and for their accessibility to potential users. The second part, presented here, provided resources on women and work, women in specific occupations and professions, and programs related to women's career preparation/training. (Author)

Designed to assist state and local educational agencies and intermediate educational units in developing administrative policies for the vocational education of handicapped students, the manual address present policy areas and administrative concerns. Guidelines are presented for policy development in the following nine areas (examples of subtopics in parentheses): planning and administration (cooperation with vocational rehabilitation and other agencies); identification of students (referrals); vocational assessment (vocational counseling and observation of work behavior); individualized education programs; program placement (least restrictive environment and periodic review); service delivery (coordination of services and vocational education modifications); facilities and equipment (accessibility of new construction and adaptive services); personnel (student/staff ratio and inservice training); and fiscal management. (CL)

The book discusses the implications of Section 504 of the Rehabilitation Act of 1973 on providers of health, education, and social services for the handicapped in the state of New Jersey. Among the aspects covered are a general overview; general provisions of Section 504; program accessibility; building codes; a model transition plan; employment practices; preschool, elementary, and secondary education; postsecondary education; health, welfare, and social service providers; special populations (including alcohol and drug addicts, epileptics, blind, deaf, and mentally handicapped); self-evaluation procedures; and
Recommendations for state and federal policies on need-based student assistance are presented in this position paper from the Education Commission of the States. Student assistance is viewed as one of the most effective ways of meeting state and national goals for expanding access and choice in postsecondary education. The importance of effective collaboration between state and federal level programs to insure that assistance is given to the students who need it most is emphasized. The concept of a federal-state institutional partnership in student aid is discussed. A set of six guidelines is proposed as a policy base. These include recommendations concerning: coordination of programs, accessibility of education, need-based student assistance, the Basic Educational Opportunity Grant program, and the state and federal roles in student assistance. Nineteen policy recommendations are advanced for state programs, federal programs, and state-federal institutional partnerships.


Three broad statements summarizing nine axioms underlie a conceptualization of the character of behavioral and social research: (1) social and behavioral science is inherently reflexive, (2) ethics and epistemology are inseparable, and (3) the inherent complexity of behavioral and social phenomena must be reflected in the models developed to guide the support of productive educational research and development (R&D). The idea of differing epistemologies suggests that ignorance of or failure to recognize the worth of others' work leads to conflict between practitioners and researchers, research administrators and politicians as well as to slow adoption of research. A promising interaction model for educational research focuses on the outcomes of research and those who have a stake in the outcomes. Relationships between "stakeholders" and outcomes vary. The form of an outcome is related to accessibility to stakeholders; stakeholders may have several relations in respect to a research outcome--primary, secondary, or tertiary. Policy implications flowing from the model lie in three main areas: the legitimization of a broader array of R&D activities, functions, and actors; decentralization of authority and responsibility for educational R&D; and the demand for much more careful analysis and attention to policy in its own right.

Issues involved in education of handicapped Navajo children are examined. Background sections contrast the history of treatment for the handicapped in America with the treatment received by handicapped Navajos. Unemployment, substandard housing, lack of accessibility within the reservation, overpopulation, language barriers, and the relationship of the Navajo nation to the US government are all explained to make the situation of handicapped Navajos unique. Reasons for the poor quality of education in the Navajo nation are traced largely to defects in the BIA (Bureau of Indian Affairs) system. The need for more on-reservation facilities for handicapped Navajos is stressed. Existent programs are briefly described, as are pertinent federal laws. Health care needs are listed, including needs for early childhood screening, diagnosis, and intervention. Housing and employment considerations are also briefly addressed. (CL)

This document describes the Physical Education Learning Laboratory (PELL) of Temple University (Pennsylvania), a competency based physical activity program in which students (both physical education majors and non-majors) receive semester hour credits for demonstrating their knowledge and skills in whatever physical activities they select. Objectives of the program are described under the headings of variety, competency, life-long participation, motion analysis, socialization, self-responsibility and reliance, and self-worth. Procedures used in the laboratory are examined, including variable credit, orientation meetings, learning resources, testing procedures, credit granting processes, and feedback. Aspects of learning found to require unexpected amounts of attention are: accurate advisement, staff accessibility, materials, learner-oriented information, and continued faculty development. (MJB)

The book sets forth Illinois environmental accessibility standards for disabled persons based on observation and interview data. Photographs, drawings, and detailed floor plans are included in sections dealing with human data (including space requirements for maneuvering wheelchairs, color blindness, incontinence, and severe auditory or visual impairment); site development (including curb ramps, parking, and landscaping); building elements (such as entrances and doorways, elevators, communication and identification systems, and ground and floor surfaces); and building products (including supports and plumbing fixtures). Additional requirements for such specific building types as hotels, educational buildings, transportation terminals, and restaurants are considered. (CL)

The history of the idea of service at municipally-controlled institutions of higher education from the 19th century through 1930 is presented. Currently, as Americans are pursuing a search for their roots, many social institutions are focusing attention on building a viable sense of community, on inclusion and a more all-encompassing sense of vitality. This includes the educational system, and in particular those universities which have had an active, albeit constantly changing, history of involvement with the municipalities in which they are centered. The word "service" has taken on a variety of definitions and dimensions. Therefore, it seems appropriate for educators to begin to search for their own service-centered roots to let the past invigorate and help define the present. An effort to tie intellectual attitudes to social change and to illustrate how educators at American colleges and universities viewed service and change is made. The increasing accessibility of higher education to previously excluded groups is explicated. The essay's three chapters examine respectively: (1) nineteenth century patterns; (2) progressive search for unity, 1900-1917; and (3) fragmentation and isolation, 1917-1930. Contains 140 references. (SM)


As adult and continuing education have moved closer to the mainstream of the educational system, they have been confronted with the need to assess program impact and benefits for purposes of justification and support. Imel (1976) suggests that the need for formal evaluations is influenced by these factors: age of program, funding, accountability, and administrative decisions. Evaluation in adult and continuing education should not be restricted to measuring only program or client outcomes; measures of program accessibility, continuity, and comprehensiveness are also critical. Coursey (1977) suggests that before embarking on an evaluation program the following questions should be answered: (1) what is the purpose of the evaluation?, (2) for whom is the evaluation being conducted?, (3) what is needed to be known?, (4) how much detailed information is needed?, (5) what are the consequences of the evaluation results?, and (6) when are the evaluation results needed? In the future increased federal funding to adult education will be (as it has been) accompanied with requirements for ongoing program evaluation. Another certainty will be the need for interdisciplinary approaches to program evaluation. Criteria for success of programs will have to be determined from different perspectives of different involved and/or interested people in the community and government. (YLB)


The impact of Section 504 of the 1973 Rehabilitation Act, prohibiting educational discrimination against the handicapped by institutions
receiving Health, Education, and Welfare funds, was investigated specifically as it related to Leeward Community College (Hawaii). Information compiled by the Self-Evaluation 504 Task Force at the college, interviews with individuals knowledgeable about the law, and a questionnaire assessing faculty and student attitudes toward program and instructional accessibility for the handicapped formed the basis for the study. A number of federal, state, and university system interest groups were identified as being involved in the implementation of the law. The attitudes surveys revealed that although the information level of instructors was low, they were somewhat interested in the law and in the information possibilities of a workshop; that all interest groups overreacted to fears over costs incurred by 504; most instructors feared facing special education problems they were not trained to handle, yet were very flexible in their thinking about alternative teaching techniques; problems were identified in specific disciplines for specific handicaps; and teachers expressed a sense of being threatened by paraprofessional aides in the classroom. "Project Mainstream" is described as a possibility for meeting the needs of students and teachers. Appendices contain survey instruments, the Mainstream proposal, and a bibliography. (MB)


The document consists of proceedings from a national conference focusing on problems of the physically disabled student at the postsecondary level. Following a keynote address are papers and discussion summaries covering principles of program operation; accessibility; planning; services; attitudes; research, evaluation, and finance; and law. Among entries are the following authors and titles: "Planning for Programmatic Access on the Residential Campus--The MSU Experience" (T. McCauley); "Improving Access to Higher Education--With Special Emphasis on the Needs of Nonresidential Students" (G. Potter); "Short- and Long-Range Planning for a Comprehensive Service System" (K. Kloepping); "Preadmission Counseling--Planning Partnerships for Individual Circumstances" (J. Bryan); "Transportation and Related Services on Campuses--Some Ideas on Why and How to Furnish Them" (S. Bonney); "The Institution as a Change Agent Relative to Attitudes Towards People with Disabilities" (R. Mehan, Jr.); "Evaluation Model for a Compensatory Program Service Delivery System" (G. McCombs); and "The Law, the Legal System, and the Consumer" (T. O'Donnell). Also provided are lists of participants, a copy of the conference schedule, and pre- and post-conference survey forms. (SBH)

Cooperative arrangements between search service vendors, database producers, and teachers of online searching would recognize the needs of the latter while benefiting each group. A representative of an official organization of faculty specializing in teaching online searching, would speak for the group in discussions with search services, database suppliers, and other training/educating organizations, providing a basis for communication and the exchange of ideas and materials. Special contracts for classroom instruction should continue to be encouraged. However, a closer relationship between educators and vendors would result in more flexible contract terms that would allow for mutual review and sharing of materials, as well as delineate current and future needs for online instruction, such as the liberalization of educational password application and increased hours of accessibility. Additional future needs would include: (1) streamlined introduction to search languages, (2) database oriented workbooks, (3) subject oriented workbooks, and (4) low-cost evaluative online self-instruction programs. Educators would serve vendors as resource persons in preparing instructional materials and presentations, reviewing search aids, testing user manuals and workbooks, and aiding in evaluative research studies. (CWM)

Mott, F. L. and S. F. Moore (1978). The Causes of Marital Disruption among Young American Women: An Interdisciplinary Perspective: 31. Using the National Longitudinal Survey of young women aged 14 to 24 in 1968 who were interviewed annually over a five-year period, a study was conducted to examine the relative importance of economic and noneconomic factors in determining the likelihood of marital disruption for young black and white women. A literature review showed that previous research lacked an interdisciplinary approach. The major economic factors examined consisted of the husband's earnings, improvements in financial position, debt accumulation, welfare accessibility, the woman's income, and number of hours worked per week. The demographic and social variables considered were the woman's education, age, duration of marriage, childbearing, growing up in a broken home, and urban/rural residence. Also the ease with which one can obtain a divorce in the state of residence was analyzed. It was found that (1) direct economic factors are less important as determinants of marital breakdown than socioeconomic background and demographic factors; (2) educational attainment, coming from a broken home, age, and duration of marriage are the most influential determinants; (3) racial differences are not significant. Topics for future research on this subject are suggested. (ELG)

readable data file (MRDF) is a subfile of the larger Higher Education General Information Survey (HEGIS). It includes basic data on the number of square feet of physical plant space, by type of room, function of room, organizational unit, and instructional program. Data was collected for 1966-67, 1968-69, 1969-70, 1970-71, 1971-72, 1974-75, and 1978-79. The data from the 1978-79 mail survey contains information from approximately 700 randomly selected public and private postsecondary institutions in the United States. One of the primary purposes of the survey was to obtain information as to the accessibility of college facilities and programs to handicapped persons, particularly those with mobility impairments. Section 504 of the Rehabilitation Act of 1973 requires that all programs of institutions receiving federal financial assistance have this accessibility. Data is also available on the gross square feet of building space by age of the building, extending from pre-1900 till 1970 in 10-year intervals. Total floor space is divided into "accessible" and "inaccessible" as pertains to mobility-impaired students. Total square feet are given for planned conversion of inaccessible to accessible space, plus estimated modification costs. Estimated enrollment data for mobility, visually, and acoustically-impaired students are included. The total number of beds in institutionally owned or operated housing is provided, along with the number that can accommodate mobility-impaired students. Finally, the accessibility, inaccessibility, and intended conversion of 19 categories of campus rooms is listed in square feet. The attributes of each institution precede each record, for sorting or selection purposes. POPULATION: Higher Education Institutions (>3,200). TYPE OF SURVEY: National Survey; Sample Survey. RESPONDENTS: Survey coordinators for selected higher education institutions. SAMPLE: Higher education institutions (700). FREQUENCY: Periodic. YEAR OF FIRST DATA: 1966. (CDM)


The "communiversity" concept was developed as a model for non-university, post-secondary, technical education on the African continent. The prototypes of the communiversity are associate-degree-granting institutions, such as technical colleges, university branches, and community colleges. Like these institutions, the communiversity's mission is characterized by accessibility, comprehensive programming, and responsiveness to the community. Similar institutions have been found on almost every continent, due to the increasing demands for extended educational opportunity and the need for technical training. The goals of the communiversity project are to test the community college idea in Africa, transfer appropriate technology, improve literacy and vocational education, and establish an International Center for Community College Education. The objectives of the communiversity are to provide career, technical, and vocational education; general education; college parallel
programs; remedial instruction; adult and continuing education; and counseling and information services. The communiversity, as a community-based institution, offers a means for implementing a realistic strategy for rural development. Plans for implementing and evaluating the communiversity project, and an outline of the expected benefits conclude the report. Appendices describe related projects. (AYC)


The manual discusses legal and procedural guidelines established by North Carolina regarding educational services for severely handicapped students. Covered in separate sections are the following topics (sample subtopics in parentheses): definition; placement procedures (referral, screening, school-based committee, assessment, placement, and exit criteria); the instructional program (pre-planning, individual education plan, transportation, program accessibility, curriculum areas, classroom design, materials, and instructional techniques); and the educational team (teacher competencies, medical services, occupational and physical therapy services, management suggestions for severely handicapped students with cerebral palsy, psychological services, and speech/language services). Among 14 appendixes are bathroom specifications; wheelchair dimensions; a safety checklist; suggested emergency procedures; and a bibliography listing 55 references on language and communication, self-help, education, parents, physical and occupational therapy, and vocational skill training. (CL)


The initial section of this report, which presents the current status of Oglala Sioux Community College after eight years of development, focuses on the college's purposes and objectives. These include providing (1) the Oglala Sioux people with resources and personnel trained for the tribal communities' developmental needs; (2) the Lakota perspective as a discipline in itself; and (3) programs to raise the academic excellence of staff and students, while maintaining open enrollment and accessibility. Additionally, operational objectives are suggested for the transfer, community services, developmental education, and occupational functions of the college. Environmental factors are considered as they relate to college development; these include student characteristics, enrollment trends and projections, cultural factors, and current and future job opportunities. The college's organization and decision-making process is examined in terms of the role of the board of trustees and of district boards, the organizational structure of the college, course scheduling, and proposals for possible reorganization. Aspects of the instructional programs, including scope, purpose, goals, programs, demands for
services, and staffing are presented for each department. Also described are the library services, financial resources and management, the physical facilities, faculty and staff activities, and planning for the future. (MB)

This report documents the process, findings, and support data of the Neutral Site Planning Project (NSPP) regarding a proposed magnet school program in Providence, Rhode Island. The need for a neutral site school that is accessible to a substantial number of students from different racial/ethnic backgrounds in Providence is discussed and an overview of the NSPP is provided. Specific activities that were undertaken by the NSPP to determine the best location for the proposed magnet school are described and data concerning the accessibility, characteristics, student population, and readiness of possible sites are presented. Descriptions of strategies that were undertaken by the NSPP to design a special curriculum for the neutral site magnet school and data that were collected on community participation, curriculum design, magnet curriculum options, student recruitment, staff selection, development, and training, and program evaluation are also presented. A time outline for the proposed plan's implementation is attached. (EB)

This paper examines certain of the cues to surface constituency that are salient to children in the comprehension of syntactic structure. Accessibility is studied through a set of experiments requiring seven-year-old children to repeat certain syntactic constituents. These children can correctly identify subjects and also predicate phrases with surprising accuracy, but their performance appears to depend heavily on prosodic cues, as indicated by the poorer success of children in identifying single pronoun subjects and subjects of sentences with misleading intonation contours. It is argued that duration (phrase-final lengthening) is an especially important cue in children's comprehension of structure and that children may be more heavily dependent on prosodic cues as signals of syntactic structure than are adults. Finally, it is suggested that children's reliance on prosodic cues may relate to the difficulty that many beginning readers have in comprehending what they read (even when they can identify the individual words in a written sentence), since prosodic cues are not systematically preserved in written language. (Author)

Some basic historical college participation statistics from New York State
and a set of factors that may influence full-time undergraduate attendance in the future are described. Some specific measures of college participation, including the College Going Rate and the College Entrance Index (CEI), are introduced. The most significant findings are that 1975 was the peak year for CEI, that CEI has declined slightly since then, and that the relative participation of men and women has changed substantially in recent years. Information is provided on regional and county college entrance indices. Environmental, student, and institutional factors influence college participation rates. Environmental factors include increasing costs, declining rates of return on investments in college education, increasing participation of women and minority groups, tuition assistance program incentives, economic hardships, increasing job requirement, and termination of G.I. Bill. Student factors include population shifts, sibling squeeze, changing student composition, more stringent high school graduation requirements, family background in education, and military pressures. Institutional factors include tuition changes at the City University of New York, improved accessibility, selectivity levels, institutional recruitment and adjustment, enrollment ceilings, and net price levels. (SW)

This guide to educational and library resources for handicapped individuals cites agencies, organizations, and bibliographies of children’s and adult/professional books in separate sections for the aurally, visually, and mentally handicapped, and in a general section for other handicapping conditions. Guidelines for volunteers include suggested qualifications and responsibilities, as well as a sample registration form and task schedule. Detailed information on access for the handicapped is provided in a 20-page pamphlet, "Elimination of Architectural Barriers," and two library media center accessibility checklists. Other features include a bibliography on sign language and interpreting, storytelling tips to use with the mentally handicapped, suggestions for the use of puppets and learning wheels, and guidelines for representing exceptional persons in educational materials. (SW)

This monograph discusses a model, developed by conference participants using the Charette process, for facilitating the delivery of human services through the cooperative partnership of community schools, colleges, and agencies. The model is based on the premise that limited community resources require elimination of competitive systems, duplication of effort, and disorganized delivery systems in order to better provide for clients and make human services accessible and their delivery effective. Cooperative comprehensive planning would assure maximum utilization and
accessibility of common resources. The model calls for identification of services through needs assessment, improved communication among institutions, agencies and community members, improved selection procedures and pre- and in-service training programs for education personnel, and development of a system for monitoring, evaluating, and improving services. The model also reviews the educational programs, facilities, services, and service populations that reflect the scope of the cooperative program, as well as a seven-step process for promoting cooperative administration efforts. Barriers to full implementation of a community education program and strategies for overcoming these barriers are suggested. (TR)

Shaw, M. (1978). The New Federal Education Laws for Handicapped Children--Promise, Programs, Problems. New York: 78. The report examines the problems and promises of the new federal education laws for the handicapped (Section 504 of the Rehabilitation Act of 1973 and P.L. 94-142, the Education for All Handicapped Children Act) as implemented in New York state. An introductory section explains the tenets of the laws, including requirements for program accessibility of Section 504 and individualized education programs of P.L. 94-142. The section on implementation includes a comparison of New York's and Louisiana's state plans, a brief consideration of implications for parochial schools, and a description of compliance reviews by the Bureau of Education for the Handicapped. A section entitled "The Reality Factor" surveys such aspects as attitudinal barriers, teachers' unions responses, and inservice and preservice teacher education. A proposal for an outreach program for parents of secondary school handicapped children is included. Among five appendixes is an outline of evaluation, placement, and due process procedures under P.L. 94-142 and Section 504. (CL)

Southern Regional Education Board Atlanta GA.[IEE81377] (1978). Overcoming Barriers to Higher Education. Program Accessibility for the Handicapped. Regional Spotlight, Vol. XII, No. 2, Winter 1978: 9. The status of institutional efforts to overcome physical barriers for the handicapped is reviewed in this bulletin, based on SREB-sponsored questionnaire responses of representatives from southern colleges and universities. Recommendations for planning new construction or modifying existing facilities are offered, with some emphasis on using handicapped students themselves as advisors. Attitudinal barriers are also discussed. Highlighted are significant facts about the disabled, an architectural checklist for accessibility, design for a campus map for handicapped students, a compilation of campus services for handicapped students, and institutional examples of responsibility and research. Consideration is also given to funding problems, idealistic versus functional accessibility, rehabilitation, and restoring rank and privileges to the handicapped. A 17-item bibliography is included. (LBH)

This report is an account of the 1978 National Leadership Conference on Environmental Education held in Washington, D.C. in March. The major purposes of the conference were to review recommendations of past environmental education conferences, assess the present situation in environmental education in the United States, and develop a clear set of recommendations to further environmental education in the United States. Furthermore, every recommendation approved at this meeting includes a coordinated implementation plan with reasonable timelines, assigned responsibilities, and established monitoring procedures. This Conference Report is organized in chronological order and includes plenary meeting presentations, recommendations from the working groups, and samples of the State environmental education legislation. Topics under consideration by the working groups include teacher inservice education, accessibility and dissemination of materials, state level networking and legislation, and the federal role in national environmental education strategy. A list of conference participants is included. (Author/MA)


A work conference titled "Planning to Implement Career Education" was developed as one of several scheduled activities of the project, State Leadership in Implementing Career Education (see CE 024 346). The target population of the work conference was the state coordinators of career education and state plan directors. Thirty persons, representing twenty-six states, federal offices, and other organizations took part in the conference. A process evaluation was employed to assess the presenters, participant reaction, conference leadership and support, conference materials, conference format and scheduling, and context factors. Overall, the conference was considered a worthwhile experience for the majority of those in attendance. Recommendations were made based on this evaluation for planning future staff development programs. Some of these recommendations included the following: (1) workshop objectives should be clearly defined, stated in writing, and disseminated to participants at least two weeks in advance of the workshop/conference; (2) if the focus of the workshop/conference is on an area where the majority of the group may have some expertise and knowledge, an assessment of the extent of this knowledge base should be conducted prior to the opening of the workshop/conference; and (3) workshop/conference sites should be selected with a number of criteria being considered, such as accessibility by public transportation and size and comfort of meeting rooms. (BM)

A study was conducted to assess client reaction to key activities of the Lifelong Learning Center (LLC) of the Free Library of Philadelphia and to identify particular patterns of client interest. A survey was developed to determine (1) clients' satisfaction with accessibility of services, quality of interaction with staff, and information provided; (2) clients' perception of their needs at first contact with the LLC; and (3) clients' reported outcomes developed from their LLC consultation experience. Other questions were asked about the clients' outlook on life, how the LLC contact "all turned out," and if the client had encouraged others to participate. From a random sample surveyed by mail, 51% (162 clients) responded. Most respondents were in their mid-twenties; 74% were female; 45% were married; and the average of schooling was two years collegiate experience. It was found that there was considerable satisfaction with the existential dimensions of contact with the LLC particularly with counseling. Employment-related concerns were ranked highest; this suggests the possibility that client expectations were focused on the immediate employment situation. Of the 162 respondents, 128 reported an action outcome; 60 persons reported starting or changing jobs; and 68 reported enrollment in some educational activity. (CSS)


The Lifelong Learning Center at the Reading Public Library conducted a study to determine how the clients perceived various aspects of the center's activities in terms of their needs and expectations. A survey was mailed to 329 clients; the response rate was 51%. Survey questions asked about (1) clients' satisfaction with access conditions, staff interaction, and information exchange; (2) clients' recollection of importance of needs and information at the time of contact; and (3) clients' perception of the outcomes and importance of the outcomes. Other questions concerned the clients' view of "how it all turned out," feelings about life generally, reactions to antonyms, and readiness to recommend to others. Interviews were conducted to determine how the experience fitted into the person's life. Analysis of responses revealed that persons who received either counseling or information reported high satisfaction levels with services accessibility, information quality, and staff relationships. The most valuable center asset was perceived as the interpersonal staff exchange. Outcomes included 69 enrollments in colleges, schools and courses and 32 reportedly favorable job adjustments. No serious program omissions were uncovered. There was a high level of satisfaction with the program's development and readiness to recommend it to others. (The survey instruments are included.) (CSS)

The annotated bibliography cites 82 selected references and resources pertaining to Hispanic women. Published between 1969 and 1978, the materials cited include bibliographies, overviews and statistical profiles, curricula and teaching materials, evaluations of material, perspectives on education, and publications on the participation of Hispanic women in the labor force and social, psychological and cultural conflicts (sexual and cultural roles and stereotypes, the immigration experience, and identity and political relationships). Addresses, phone numbers, contact persons, and a brief overview of the organization's interest areas are given for 13 Hispanic organizations and resource groups. Selected for their accessibility and relevance to women's educational equity, the entries were identified by searching ERIC (Educational Resources Information Center), Psychological Abstracts, Sociological Abstracts, National Technical Information Service, Comprehensive Dissertation Abstracts, Magazine Index, Women Studies Abstracts, catalogs and holdings of Chicano and women studies libraries, and Hispanic organizations and projects. Although the U.S. Equal Employment Opportunity Commission's definition of "Hispanic" (all persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin) was used, most of the materials are related to Mexican American women. (NQ)


A national study was conducted to accomplish three objectives: (1) describe the organization and governance of state and local agencies and delivery systems for vocational education; (2) describe the basic provisions by which the capital and operating costs of vocational education are funded; and (3) describe the status of the nation's vocational education system in terms of capacity, services, accessibility to students, and the adequacy, condition, and level of utilization of its facility resources. Data were secured through interviews with state directors of vocational education and executive officers of other state agencies responsible for vocational education programs, and through a mailed survey (with telephone follow-up) of all public secondary and free-standing, two-year postsecondary institutions having facilities for five or more different vocational programs. Findings include the following: state governance structures for vocational education may be characterized by ten different categories of broad structures, five different classes of administrative units, and five different levels of authority over institutions; vocational education institutions and delivery systems may be classified by six types of institutions, four different classes of single and multidistrict services, and thirteen different types of program administration units; vocational programs may be financed from four primary sources; and the location of institutions having five or more different programs does not
reflect the distribution of the population. Further examination of the relationship between federal requirements and state policies, practices, and statutes is recommended. (Also available are the following related volumes: vol. 1, Technical Report [CE 018 973]; vol. II, State Vocational Education System Descriptions [CE 018 974]; and vol. III, Methodology Report [CE 018 975].) (JH)


In the 1976-77 academic year, a study conducted at an Ohio middle school revealed the negative effects a strike had on teacher perceptions of climate and leadership. The original focus of the research study was to evaluate the impact of experimental curriculum, but after the unanticipated strike, it was realized that unbiased, prestrike data would be beneficial in the analysis of the effect of a strike on climate and leadership. A pre-post design was used with an author-developed climate questionnaire and the Leadership Adaptability Style Inventory. Both instruments were administered to 40 teachers before and after a two-week district-wide strike. The results show a significant drop in climate in all five attitude subscales of communication, innovation, professionalism, inservice, and decision-making. Also a significant change was noted in the principals’ leadership style as measured by the Leadership Adaptability Style Inventory. Most of these changes were related to perceptions of the principal’s accessibility and receptivity. The results suggest that a strike costs a system more than money. It inevitably costs the district the goodwill, credibility, and trust that must be present between teachers and administrators and among teachers to truly make a school a humane and productive place. (Author/JM)


The compilation of 24 papers provides information concerning the health, social, economic, educational, and special concerns of handicapped U.S. citizens. Included are the following titles and authors: "Research" (J. Weston); "Application of Technology to Handicapping Conditions and for Handicapped Individuals" (W. Ayers); "Rehabilitation Engineering" (M. Parsons and M. Rappaport); "Early Diagnosis and Early Intervention" (D. Whitehouse); "Prevention of Disease and Disability" (W. Malone); "Treatment" (C. Swinyard et. al); "Attitudes of the General Public Toward Handicapped Individuals" (H. Yuker); "Psychological Adjustment of Handicapped Individuals and Their Families" (J. Bardach); "Recreation" (D. Park); "Participation in Cultural Activities" (V. Cassiano); "Architectural Accessibility" (R. Mace); "Transportation Accessibility" (H. Goodkin); "Communication--Techniques, Systems, Devices" (P. Scherer); "Employment" (R. Sale); "Economic Concerns of Handicapped Individuals" (M. Berkowitz et. al); "Full Educational Opportunities for Handicapped
Individuals" (Council for Exceptional Children); "Problems of the Severely and Multiply Handicapped" (F. Fay); "Community and Residential Housing" (L. Frieden); "Service Delivery Systems" (C. Hoehne); "Civil Rights and Addendum" (L. Rigdon); "Unique Problems of Handicapped Minorities" (R. Wakabayaski et. al); "Unique Problems of Disabled Veterans" (J. Maye); and "Unique Problems of the Handicapped Aging" (D. Davis and O. Onyemelukwe). (SBH)


Architectural/Transportation/Communications: 167.

The fifth of eight delegate workbooks prepared for the May, 1977 White House Conference on Handicapped Individuals contains ballots for the workshop on the architectural, transportation and communication problems of handicapped persons. The ballots are designed to enable delegates to assign priorities to various issues and proposals in a way that reflects conclusions of state and territorial conferences. The following issues are among those considered: enforcement of existing architectural accessibility requirements; accessible housing for handicapped persons; paratransit (door to door service) for disabled persons; pricing of specially equipped personal vehicles; training programs for communication facilitators; and standards for communications systems and devices. For each such topic, multiple proposals, to which delegates must assign priorities, are listed. For example, suggested ways in which handicapped individuals can increase architectural accessibility include compliance boards, public education programs, citizen review groups and political action. (GW)


Architectural barriers deny many members of society convenient access to indoor and outdoor recreational environments and facilities. Individuals with different handicapping conditions are often hindered in getting from one place to another by such barriers. This publication is designed to serve as a beginning reference and resource about architectural barriers and accessibility. Specific chapters deal with application of general principles, legislative mandates, rules, and regulations pertaining to physical education, recreation, sports, and related facilities so that each is accessible to the physically handicapped. Focus is on removal of physical and architectural barriers in facilities used for physical activities so that everyone can use them regardless of type or severity of handicapping condition. In seven chapters the following subjects are discussed: (1) accessibility and attitudes; (2) architectural accessibility legislation; (3) physical education and recreation facilities; (4) swimming pools; (5) outdoor recreation facilities; (6) playgrounds; (7) transportation and travel.
Each chapter concludes with an annotated bibliography for further reading. (JD)


A study of postsecondary education in Canada considers admission policies, the relationship between university programs and career opportunities, continuing education, and the relative roles of universities and community colleges. Three problems are discussed: the economic situation which calls into question the value of the high cost postsecondary system with its uncertain economic benefits, the changed nature of the secondary school curriculum, and the decline in the traditional university age population. The nature and purpose of universities are considered with respect to the liberal arts and sciences, professional schools, and graduate education. The need for continuing education, types of study, and the need for greater organization of the educational system are discussed. Postsecondary institutions by provinces are described and are compared to the university systems with regard to admissions and academic programs. National policy issues considered include accessibility, transferability, and rationalization and coordination. Possible roles in educational planning and coordination of the Federal government and the Council of Ministers of Education are discussed. Recommendations are offered on all of the topics. (SW)


This description of the Census DIME (dual independent map encoding) file is directed toward school administrators and their staffs rather than to computer analysts. DIME can be used as the central component for a geographically based management information system. It provides the mechanism for the spatial display of data and for the determination of accessibility on either a vehicular or pedestrian network. The system can be extended to include other information available from the Census Bureau that could be used for a variety of socioeconomic studies such as to project student population changes at the block level and to analyze those areas most affected by the local school taxing scheme. (Author/IRT)


This study examines some of the characteristics of decision-making on school boards, focusing on the behavior of southern school board members in comparison with their counterparts in other regions of the country. Data were collected in 1975 at the convention of the National School Boards Association (NSBA). Self-administered questionnaires were randomly distributed by the NSBA staff members to board members
and superintendents. This procedure generated a sample of 1,091 school board members and 116 superintendents. Three areas of board decisional behavior are studied—representation and representativeness, including the degree of representation of women on the board and whether the members of the boards view themselves as representatives or trustees and whether they view the board as more like a corporation board or like a legislature; accessibility to groups and the public; and the decision-making style of the board. The latter topic is concerned with two broad areas—whether the superintendent or the board is dominant and whether the board is bipolar, unipolar, nonpolar, or concealed in its decisional conflicts. Generally, school board politics in the South is different from that found in other regions in several important ways. (Author/IRT)


Proceedings from an April, 1977 conference focus on the current status and future directions of arts programming for the handicapped. M. Appell provides an overview of the field; while W. Kalenius, Jr. reviews data from 138 current research studies which indicate that handicapped children were able to learn the art forms, enjoyed the activities, increased feelings of self worth and learned academic skills as a result of arts activities. S. Madeja discusses the role of aesthetic perception, the critical process, and knowledge about the arts in arts instruction for the handicapped. L. Molloy discusses architectural and program accessibility factors for public arts facilities. Methods of facilitating career development and leisure time enjoyment of the arts are discussed by J. Goldstein. Papers by J. Newberg and J. Kukuk deal with the artist's role in working with handicapped people and the major components of comprehensive arts education programs for the handicapped. G. Barlow cites the negative attitudes of society toward the handicapped in general, and suggests the need to identify attitudes specific to the handicapped in the arts. Further research needs are projected by J. Morrison. A conference summary outlines conclusions (regarding the Federal role, research, and arts in education, public facilities and attitudes), implications, and projections. (CL)


The five parts of this report present the findings and recommendations of the Migrant Child Welfare study. Part I briefly summarizes the impact of the child welfare services and the family interview results, and reviews the organizational structure of program delivery at the state and local levels. Part II synthesizes the information obtained from 12 states according to
public social service agencies, child care, personal and environmental health, and education; gives an overview of that service to migrant children; and describes Federal and state funding sources which are, or can be, used to support child welfare efforts in each service area. Also reported are an assessment of migrant children's needs and the extent to which they are being met, a description of existing services which address these needs, factors which affect service delivery (program implementation, administrative structure, support, service coordination), and barriers of acceptability, availability, and accessibility which impede service delivery. Part III discusses the results of interviews conducted with migrant families concerning their use and need for specific child welfare services. Presented in Part IV are detailed summaries of the findings, with a description and discussion of the services at the state and local levels. Part V includes discussions of the existence of undocumented workers in the migrant stream and the need for advocacy of migrant programs; the results of the survey on training farmworkers in service to migrants; and two case studies which represent the best day care program and the worst living conditions for migrant families. (NQ)


A key factor in implementing an individual program for professional development among educators of adults is the availability and accessibility of the resources, about which there are specific issues and concerns. The numerous print and non-print resources, which are available through various organizations, often in different languages, fall into six general areas: social instruments, institutions, publications and other information sources, administrative supports, human expertise, and awards. The task is to provide access for adults sometimes through alternative means, to all of the learning resource opportunities and alternatives so that they may select the most appropriate at the particular time and place. As with all learning, the learner is the key, and accessibility, which includes identification and selection, should be viewed from the point of view of the user. In order to identify resources, it is of prime importance for the individual to define the problem to be resolved through a statement of clear and explicit objectives. Other factors affecting accessibility include physical limitations, psychological and intellectual factors, and the ability of the learner to use the resources. Basic documents developed at the Clearinghouse of Resources for Educators of Adults at Syracuse University provide a guide for accessibility to resources. (CWM)


The Documentation and Technical Assistance Project (DTA) was created, in part, to test a premise related to educational problem-solving. It was hypothesized that knowledge gained through on-site documentation of
school level problem solving practices could be transformed for utilization (linkage) by other schools and communities to improve the latters' problem solving capacities. In this paper, the documentation (DOC) aspect of this process is examined. The problem of consolidation and transformation of knowledge into usable form is addressed. A case is presented for a device called a Problem-Solving Repertoire (PSR), which in its final form would embody a strategy for consolidating, organizing, and making easily retrievable the DOC-generated knowledge. Problems, both theoretical and circumstantial, that will be met in designing such a PSR are explored. The rationale leading to the proposal of a PSR is presented. The question of content and format is addressed by discussing community accessibility to schools. Several different frameworks for organizing DOC knowledge for a prospective PSR on community accessibility are considered and one of these is recommended. Data are presented from three DOC sites where there is significant parent involvement. Thus, the recommended framework for the PSR approach is illustrated with detailed information from actual cases. (Author/GC)


The document provides the final report of Project INSTEP (Inservice Training Programs), a pilot project to develop, implement, and evaluate an innovative inservice training program for public school teachers of the behaviorally disordered. An introductory chapter reviews program objectives and rationale. A second chapter outlines components of effective inservice training, including cooperative planning with teachers, accessibility of multiple resources, and reinforcement for professional development, Chapter III discusses the development of performance-based programs, application of computer technology to special education personnel development, and application of instructional development technology as they relate to development of the model. Reported in Chapter IV is data on a planning workshop conducted with 12 teachers to determine what behaviors were typical problem behaviors of emotionally disturbed children, what priorities teachers placed on the modification of specific behaviors, and what skills the teachers deemed as most critical for effective interaction with emotionally disturbed students. Among conclusions outlined in a final chapter is that field-based training is enhanced through processes which allow teacher definition of skill needs. Among appendixes are a master list of problem behaviors and sociobehavioral skills, a chart of goals and objectives for emotionally disturbed students, and the Socio-Behavioral Interaction System Observer's reference manual. (SBH)


Intended for use by high school guidance personnel, the two volumes provide general information and a resource guide on physical disabilities including visual impairment, hearing impairment, orthopedic handicap, neuromuscular handicap, epilepsy, diabetes, and other chronic health conditions. The first section provides an overview of each of the physical disabilities and health problems. The section on coordinating the delivery of services gives information on strategies for planning, coordinating, and delivering services; inservice training; and materials. Personal adjustment is discussed in terms of attitudes toward persons who are physically disabled, self concept, adjustment to physical disability, sexuality and family life, development of independent living skills, development of recreational interests and skills, interpersonal relationships, group counseling, group bibliotherapy, and personal adjustment materials. Educational placement, course selection, and architectural accessibility are among topics considered in the section on educational planning. A chapter on career development and guidance examines such topics as special concerns in counseling disabled students, job seeking, and work oriented activities. Discussed in relation to vocational assessment are sites and components of vocational assessment and work adjustment. Topics covered in the chapter on psychometric testing include the Public Law 94-142 mandate on protection of human subjects, guidelines for nondiscriminatory testing, and specific guidelines for testing disabilities. Suggestions for job placement and parent involvement are also given. Provided are sources for ordering materials and a resource guide. A separate volume contains detailed listings of organizations and directories by state. (DB)


The primary purpose of the Alabama Learning Resource Center is to keep special education personnel aware of current developments in instructional materials, media, and technology. A separate questionnaire was developed and circulated to each of three groups: special education teachers, university chairmen of special education programs, and coordinators of special education. The questionnaires used are not presented. However, teacher responses included: the names of the most used instructional materials by commercial name and by academic areas, their source of information for these materials, and the frequency of personal use of the Alabama Learning Resource Center. University chairmen responses included: the adequacy of methods courses to acquaint students with commercial aids, the geographic inaccessibility of learning centers for most students, and the frequent use of the Alabama Learning Resource Center as a major source of audiovisual aids. Coordinators of special education responses included: the need for
learning center availability, the adequacy of instructional materials within a center, and the suggested percentage of budget that should be allocated to certain instructional materials. It was included that more services need to be offered to teachers, including equipment and materials training. It was also suggested that funding priorities be divided away from a centralized learning center and toward increasing accessibility to materials. (DAG)


The report covers the period of 1 July 1976 through 30 June 1977. Contents include: the organization and membership of the state commission; planning (program distribution, accessibility, and the data base); federal programs (Titles I-A and VI-A of the Higher Education Act of 1965, proposals to the Fund for the Improvement of Postsecondary Education, and state clearinghouse activities); and the budget of the commission. Brief federal project descriptions are appended. (MSE)


The government of Quebec looks to the province's French-language universities for several contributions in strengthening the position of the French Canadian language and culture in Quebec. The enrollments in these universities have increased in the past fifteen years, and French-language universities are expected to educate and train increasing numbers of qualified students to fill key positions in the Quebec economic structure. Problems in the Quebec work world which limit the accessibility of higher-level positions to academically qualified French Canadians have been met by programs of "francophonisation" (intended to make key positions available) and "francisation" (to encourage the use of the French language). Other problems involve apparent cultural differences between French- and English-speaking Canadians. Educational planners have emphasized the goal of economic development while assuming the universities’ role as agents of cultural access. They have avoided considering the possibility that the French Canadian national goals of cultural and economic development are incompatible in light of current French Canadian cultural orientations. Differences do exist, then, between the relationship of universities and development in any society, and the concepts and expectations of them as held by French-speaking Quebecers. (Author/CLK)


This study of the new adult reading public in eight Iranian villages attempts to evaluate the influence of socioeconomic factors on interest in reading
and to identify the types of reading materials preferred by neoliterates and semiliterates. Thirty-seven percent of the adult population in the villages (489 persons) were literate; of these, 146 persons were interviewed for the study. Information-gathering techniques included interviews of subjects and observations of subjects’ reactions to reading materials displayed for their inspection. Interviews revealed that 67% of the sample had some sort of reading material in their homes, that 32% read in their spare time, and that expenditures on reading materials were minimal. Books with a practical application to daily life were found to be the most popular selections; subjects’ choices of reading materials were influenced by title, format, cover design, and familiarity of the material, as well as by content. Among the factors found to influence reading habits and preferences were accessibility of materials, exposure to life in provincial towns, and age, sex, and educational level of the subjects. (Author/GW)

Jacobs, P. J. (1977). A Rural Communities Response to Drug Abuse: 14. The upward economic flux of Pike County is having a dramatic impact on the traditional morals and values held by the established community. Drug availability has increased proportionately with improved highway systems, accessibility of money, and increasing numbers of youth with their own cars. Although 75% of the population live in isolated areas, there are only 9 deputies covering the area to prevent or divert sales and exchanges of drugs. This also increases the illicit drug traffic. Thus in 1974, an educational/preventive drug treatment program for Pike County was implemented. The program offers individual, group and family counseling; drug education to schools and community; criminal justice referral/intake; drug diversion/prevention; crisis intervention; speakers bureau; recreation; and a hot line, to be established this fiscal year. Sometimes the drug council works with other community agencies to help a client. The program serves the prescription drug abuser as well as the illicit drug abuser. At the local level, the program is governed by a Council, comprised of interested citizens, which is regionally responsible to the Paint Valley Mental Health and Mental Retardation Board located in Chillicothe, Ohio. The program has established a healthy relationship with the judicial system, hospitals and schools. The most difficult problem encountered has been the lack of resources. The community has been very responsive and supportive of the program, which has begun its third year of services to Pike County. (NQ)

Kunder, L. H. (1977). Barrier-Free School Facilities for Handicapped Students. ERS Information Aid: 89. The purpose of this document is to assemble and summarize suggestions, recommendations, and regulations--most of which have been made in the light of increasing local, state, and federal mandates—that might be helpful to school officials in making educational facilities barrier-free for handicapped students. Three survey forms are included to provide ideas
in examining the extent of alternatives needed in existing schools. The remainder of the guide presents specific options for making the following major areas more accessible: (1) access to the classroom, (2) classroom facilities and materials, (3) play spaces, (4) sanitary facilities, (5) other facilities, (6) controls and warning signals, and (7) telephones. Because of the technical nature of the source materials, many are quoted directly or with only slight modification, and illustrations are duplicated from the original sources. The guide concludes with an annotated list of eight sources for information on accessibility of facilities to the handicapped, and a 78-item selected bibliography. All the entries are related to methods of designing facilities for handicapped students, although not all are cited in the text. (Author/MLF)

One of 10 publications from a long-range vocational education planning project, this dictionary is designed to help the planner identify vocation planning data elements and organize them for storage and easy accessibility. This publication serves to identify and describe (1) those data elements required to support current planning and administrative needs, (2) certain data elements anticipated as being required for future planning products, (3) certain data elements commonly maintained by institutions for operational and reporting purposes, and (4) certain terms that are needed to help identify institutional characteristics for exchange purposes that are not generally included in an institutional data file. Many of the data elements permit the inclusion of institutionally defined categories within the particular data element. This dictionary is a revised and edited version of a similar document developed by the National Center for Higher Education Management Systems (NCHEMS), but the final section contains data elements for community variables which are not included in the NCHEMS document. (BL)

This manual has been prepared to assist college and university administrators in making their campus facilities accessible to physically handicapped students, faculty, and staff. It gives a step-by-step procedure for developing and implementing campuswide programs required by Section 504 of the Rehabilitation Act of 1973. It explains the Department of Health, Education, and Welfare deadlines and requirements, then describes how to set immediate and long-range goals, develop a transition plan, assign responsibility for the plan, and set a schedule for compliance. The manual includes case histories of four campuses that successfully made their facilities accessible to handicapped persons. Two survey instruments for determining building accessibility are also included. (Author/IRT)

A 1968 study by Warren W. Willingham of the accessibility of higher education in the United States was replicated in Georgia in 1976. Some significant methodological problems occurred in attempting complete replication. The Georgia study resulted in interpretations of accessibility for 1968 that differ from the Willingham study. It also revealed an improved condition of accessibility in 1976. Among the variables used in determining accessibility were tuition and fees, school selectivity, and geographic proximity. Some statistical charts and a bibliography are included. (MSE)


This article describes the seminar on research in adult language education held in Nancy, France, in June, 1977. It includes reports on the four roundtables and gives details concerning organization and membership, as well as a list of the topics that were discussed. The four roundtables addressed the issues of student needs and motivation, evaluation, instructional materials and audiovisual aids, and learning processes. Topics covered by the forty-one papers presented during the seminar include the philosophy, psychology, biology, and methodology of second language teaching; the motivation and learning processes of adults learning English at the University of Metz; audiovisual aids in language teaching; the learning and teaching of languages for special purposes; the teaching of Russian to adults; a critical look at autoinstructional approaches; the accessibility to psychology students of bibliographies of research in English; and literacy and the teaching of French to foreign workers. (CLK)


This study, conducted by the Metropolitan Communications Steering Committee for the Board on Telecommunications-Computer Applications of the National Research Council, identifies telecommunications technologies that could provide useful services for homes, businesses, and governments up to the year 1980. The present state of telecommunication needs and opportunities in metropolitan areas and potential urban applications of telecommunications were examined in light of rapidly evolving technologies and the relative economy of telecommunications. Four major advances in technology were identified
as likely to lead in the near future to significant changes in metropolitan
telecommunications: increasingly capable terminals, software controlled
networks, cellular mobile communications, and fiber-optic cables.
Telecommunications applications are considered in such areas as
business aids, reference sources, entertainment, government
administration, the environment, health, education, welfare, emergency
and mobile services, and citizen safety. Within each of these areas
telecommunications were reviewed in their capacity to improve efficiency
and reduce costs, increase timeliness and accessibility of information, and
facilitate public access. (Author/RAO)

National Association of State Directors of Special Education Washington
Rehabilitation Act: An Analysis of the Section 504 Regulation and Its Implication
for State and Local Education Agencies: 19.
Presented is an overview of the Section 504 regulations of the 1973
Rehabilitation Act, with section-by-section analysis of the implications of
these regulations for state and local educational agencies serving
handicapped students. Final rules and regulations along with
corresponding implications are provided in six sections (sample subtopics
are in parentheses): general provisions (definitions, discrimination
prohibited, and assurances); employment practices; program accessibility
(existing facilities and new construction); preschool, elementary, and
secondary education (application, free appropriate public education, and
procedural safeguards); post-secondary education; and health, welfare,
and social services. (SBH)

The document presents a comprehensive plan for developing Cowley
County Community College and Vocational-Technical School into a
stronger community institution. It currently has over 1,400 students
enrolled in a variety of general, occupational, and continuing education
programs with more than half of the students coming from five counties in
south central Kansas. The history and mission of the college are
discussed in terms of location and service area, educational program, and
institutional goals. Trends and projections are presented through a
discussion of county population and employment opportunities, area high
school graduating classes, and college enrollments, staffing plans,
operating budgets, revenues, and facilities. Needs include student
housing, improved facilities, increased recruitment, and program
expansion. Goals and objectives in the areas of serving the community,
serving the students, student life, program planning and evaluation,
program accessibility, educational support services, qualified faculty,
professional growth, professional working conditions, administrative
efficiency, college identity, and utilization of resources are presented in
outline and graph form, with priority, responsible party and schedule
identified. The text is supplemented by seven tables. (LH)

Over 150 journal articles, papers presented at professional meetings, dissertations, government publications, contract reports, and studies in progress as of March 1977 on the National Longitudinal Study of the High School Class of 1972 (NLS) are annotated and indexed by subject, author, and sponsoring agency. Introductory chapters describe the NLS data base--including sample size, content areas of data coverage, the time frame in which variables were measured, and accessibility of the data files; and summarize the use of the NLS data, including frequency counts of studies by various categories (i.e. type of report, subject area, sponsoring agency, etc.) and present suggestions for future research. The NLS focuses on the educational, vocational, and personal development of high school graduates, and the personal, familial, social, institutional, and cultural factors that contribute to that development. The purpose of the NLS is to establish a factual basis for verifying and refining federal policy concerned with maximizing individual access to education and vocational opportunity, with improvement of the educational system as a vehicle for preparing youth for productive, satisfying adult roles. Another purpose is to extend knowledge of human development during the years spanning the transition from high school to adult careers. (Author/EVH)

This guide, containing twenty competencies, was designed to aid the school-based teacher educator in twenty selected areas to improve his ability to help teachers. Criteria for materials included in the twenty competencies stressed change potential, concreteness of objectives, accessibility, and quality. Each of the twenty divisions of the catalogue contains an initial competency statement, a short introduction as to competency use, and situations in which the need for its use might arise, and a breakdown of the major competency into subcompetencies and resources. Topics covered are: (1) interpersonal skills and communication; (2) data collection and use; (3) cross cultural/socioeconomic understanding; (4) conversion of educational theory into practice; (5) development of teaching style; (6) improvement of course content and theory comprehension; (7) diagnostic improvement; (8) class environment development; (9) instructional goals development; (10) materials development and adaptation; (11) teaching strategy selection; (12) personalized learning plan development; (13) leadership skill development; (14) classroom management; (15) instructional effectiveness evaluation; (16) professional planning; (17) conference planning; (18) teacher self-awareness; (19) planning, organizational, and management skill development; and (20) research study facilitation. (MB)

This paper compares the realities of present-day community colleges with the assumptions generally made about them a decade ago, and concludes that the profile of the community college of 1968 no longer fits the institution of today. The concepts of comprehensiveness and accessibility laid out in the original state plans are now being questioned on financial grounds, the increased proportion of state financial support has not offset inflation, and state functions in coordination and establishing standards have expanded to the regulation of almost every facet of college operation. Financial constraints have caused some colleges to restrict enrollments, to raise tuition equal to that of public universities, and to halt growth in technical and semi-professional programs. Under the guise of "improving academic standards" the open door is slamming shut across the nation; services to aid the under-educated are being curtailed or discontinued. Although community colleges are represented in state higher education councils, they are viewed unsympathetically as consumers of scarce resources rightly belonging to traditional institutions serving "regular" students. Local authority and control are eroding. The commitment of the community colleges to the ideals that brought them into being is tending to fade; unless they can sustain their own sense of direction they will lose their integrity in a morass of statewide planning and institutional homogeneity. (JDS)


In 1976 and 1977, the New York region team of the Documentation and Technical Assistance Project (DTA), Center for New Schools (Chicago, Illinois), conducted 12 seminars on major issues concerning school improvement, based on observations by documentation teams in nine school community sites. The information is then disseminated to technical assistance teams for use in helping to enhance problem solving capacities in other school sites. The New York seminars sought to provide linkages between researchers and technical assistance team members for collaborative analysis of the data from the sites. The seminars were organized around four major topics: (1) community accessibility; (2) professionalization of teachers; (3) the school as a well-functioning organization; and (4) the principal as educational leader. This report discusses the rationale for the seminars; their development, implementation, and outcomes; and implications for the future of the DTA project. Based on the seminar experience, the report identifies four factors that might allow research to have greater bearing on action: (1) personal contact in knowledge dissemination; (2) collaborative analysis of information; (3) an inventory of actual problem solving experiences; and (4) continuity of the data dissemination process. (MJL)
Selected characteristics of the American educational system are briefly described. This paper is intended for the specific use of the German-American Educational Equivalency Project, a cooperative effort between educators of the Federal Republic of Germany and the United States to clarify certain aspects of their respective educational systems. The paper examines aspects of American education which have particular importance in programs of student exchange, but may be misunderstood by non-American educators. They include: (1) the philosophical assumptions underlying American education, (2) the organization and control of primary, secondary, and post secondary education, (3) the variety of types of institutions and the programs they offer, (4) methods of measuring student performance, including both grades and test scores, and (5) quality control mechanisms, such as accreditation. (Author/BW)

Presented are guidelines drawn from surveys of programs and services provided for handicapped persons in U.S. museums. An initial section which reviews literature on museum programs for handicapped visitors focuses on problems and misconceptions regarding blind, deaf, physically handicapped, learning disabled and emotionally disturbed, and mentally retarded persons. Relevant federal legislation is reviewed. Discussed are findings of three surveys: a survey of 637 museums on such topics as average number of handicapped visits by type of museum, program responsibility, staff training, and methods used to inform the handicapped of program availability; a survey of special education teachers regarding special museum services, teacher opinions of museum roles and teacher suggestions concerning museum experiences; and a survey of blind, deaf, and physically handicapped consumers. Guidelines covering such aspects as staff training, museum accessibility, publicity, and programs for the handicapped are presented in separate chapters regarding physically handicapped, deaf, blind, learning disabled and emotionally disturbed, and mentally retarded students. (CL)

This manual was designed as a resource guide for handicapped individuals interested in two-year occupational training at various institutions within the State University of New York (SUNY) or City University of New York (CUNY) systems. It provides an overview of 50 vocational degree programs, indicates which educational institutions offer
such programs, and assesses the following characteristics of each: (1) course requirements (number of papers per course, internship and field trip requirements); (2) classroom procedures (utilization of audio-visual aids, interpreters for deaf persons, oral exams); (3) classroom setting (space for wheelchairs, entry ramps, elevators); (4) course environment (location, temperature, space); and (5) physical and personality demands of coursework (lifting, manual dexterity, kneeling, or oral communication requirements, work under stress, stable work routine). It also indicates characteristics of the jobs which each program leads to, including worker personality characteristics, physical demands, work setting, and requirements for vision, speech, hearing, and eye-hand coordination. The manual also provides brief narrative job descriptions, and lists professional associations in the field. (DC)


The Rochester Regional Center, or consortium, a cooperative arrangement involving several public and private postsecondary institutions in the Southern Minnesota area, is described. The regional center is designed to provide studies leading to bachelor's and master's degrees through joint services and courses offered by institutions from four public systems and three private colleges. The students vary widely in age, educational background, occupation, and goals. For some the consortium provides an opportunity for continuing education in their profession, and others participate for advanced degrees and better jobs, or for reentry into the work force. The program was established because historically the educational needs of the area's population have been underserved, especially at the upper division and graduate levels. The events that led to the establishment of the regional center are traced. An advisory task force, comprised of lay citizens and postsecondary institution members, serves as a forum to discuss community needs, potential problems, and concerns of programs and students. The consortium does not grant degrees, does not offer credit for classes, or employ instructors. Each of the individual institutions perform these functions according to their usual operating procedures. The consortium was designed to utilize existing resources, eliminate unnecessary duplication in the region, promote regional planning and coordination, and explore means for increasing interinstitutional cooperation in meeting articulated local and regional needs. (SW)


Three commonly used methodologies for ranking undergraduate and graduate colleges and programs are compared and evaluated. The first is that of Jack Gourman. It uses a scoring system similar to that of the
College Board Examinations with scores from 200 to 800, assigned in two areas: one for the strength of academic departments, and one for important nondepartmental features of the institution. The second, devised by Beverley Hurlbert, has been used only in anthropology. It uses exchange theory, wherein the relative status of people or groups is measured by their patterns of personal interaction. The third methodology uses the ratings of experts, collated to produce a single final rating. These are called the (Allan) Cartter and Roose-Andersen studies. Each methodology is explained and criticized. It is concluded that the best way to evaluate and rank academic departments would be to create a rating system that is at the same time more objective and more subjective than existing methods. Objective ratings would include those of faculty degrees, honors, and publications; student quality as measured by undergraduate school and grades; proportion of students that are enrolled full-time; faculty-student contact hours; student job placement; library resources and accessibility; and others. Subjective measurements would include number and quality of student interactions; student reading habits in the field of study; field-related campus resources outside the department; and stimulation of the departmental ambiance. A bibliography is included. (MSE)


In this 1977 publication, findings and recommendations are presented from 22 case studies involving the impact on schools adjacent to highway systems in the states of California, New Mexico, Colorado, Texas, Missouri, Maryland, and Virginia. The impacts described include: noise; vehicular and pedestrian safety; air pollution; access; circulation changes in service area; and visual distraction. The cases illustrate the range of perceived impacts associated with various types of school/highway positionings and the range of mitigation measures utilized to minimize negative impacts and their relative success. Positive impacts on schools include increased vehicular and pedestrian accessibility, and visibility from the road. Negative impacts include noise, safety, air pollution, and visual distraction. No perceived positive impacts are reported on the highway system from the school; negative school-to-highway impacts include traffic congestion, circulation, and decreased vehicular safety. Twenty-six broad recommendations are provided to minimize the adverse impact resulting from school/highway juxtapositioning. An appendix provides background and study objectives along with study methodology. (GR)


This bulletin for the researcher, the doctoral or master's candidate, or teacher interested in and/or conducting research is intended to (1) alert novice investigators to the major requirements and pitfalls of survey and
experimental research, (2) point out the weaknesses of past business education studies, and (3) provide consumers of research with some basis for evaluating research reports and claims. Four sections are included, with most of the content being presented in the first two sections. The first section on surveys covers questions amenable to survey methods, estimation of population parameters from sample statistics, accessibility, principal features of sampling, nonresponse, reliability of survey responses, comparing samples with population distributions, and phrasing of survey questions. It concludes with a summary of major survey requirements. The second section on experiments discusses the definition, purposes, and criteria of experimentation; four weaknesses of past business education experiments; major features of experimentation (sampling, wording of hypotheses, controlling for irrelevant sources of variation, valid and reliable criterion measures, and statistical requirements); and replication as a basis for external validity. The section concludes with a summary of major experimental requirements. The last two sections briefly discuss the requirements for research reporting and the impact of research on practice. (EM)

The importance of developing culturally specific tests for black children is addressed, along with the overall issue of whether a criterion used to discriminate among groups is valid for the population for which it is used. In addition, a brief historical review illustrates accessibility to full participation of citizens and noncitizens of early civilizations as well as present-day performance on pencil-paper measures as a means to gain access to fuller benefits in society. An illustration of misuse of testing results was the use of Army data by C. C. Brigham (1923) to indicate the ability of immigrants from Southern and Eastern Europe. Data on recent Italian immigrants were used to indicate innate ethnic differences and there was no cross-tabulation by years of schooling or other relevant factors. A 1974 study (Robert Williams) measured the effects of test instructions written in black dialectical language and in standard English on the performance of black children during intelligence testing. Children who took the test representative of their cultural background scored significantly higher than the other group. It is suggested that a criterion will be enhanced if it is developed by the population for which the measure is designed, and that minorities engage in such research and evaluation activities. The design and use of the Pupil Evaluation Measure with prekindergarten children attending a federally funded program at Baltimore City Public Schools is also addressed. (SW)

American Federation of Teachers Washington DC.[FGK01812] (1976). Putting Early Childhood and Day Care Services into the Public Schools: The Position of
the American Federation of Teachers and An Action Plan for Promoting It: 136. The case for public school administration of federally-funded early childhood and day care services and an action plan for promoting it are presented in this manual prepared by the American Federation of Teachers (AFT) Task Force on Educational Issues. Arguments in support of an AFT-proposed amendment to the Child and Family Services Act under Congressional consideration are based on a national need for expansion of day care, coinciding with recent public school staff surpluses and under-utilization of space. Growing child care needs of working women and single parents are cited. In the discussion of advantages of public school sponsorship, it is claimed that the overall picture of the field is one of inadequate services. Deficiencies in existing facilities are described, as well as inadequate training and certification procedures and shortcomings of profit-making programs. Public school prime sponsorship is seen as simplifying administrative needs and promoting general accessibility. Related issues discussed include: costs of providing early childhood and day care programs; recommended standards for teacher education, certification and training; and parent involvement and education. (BF)

Bounds, S. M. and C. D. Vernon (1976). Community Awareness of Thomas Nelson Community College and Accessibility of Educational Programs: A Survey of the Adult Population of the Virginia Peninsula: 39. The purpose of this study was to determine levels of citizen awareness of the mission and operations of Thomas Nelson Community College (TNCC), to identify access barriers to potential TNCC attendance, and to assess the educational goals of local residents. A 15-item questionnaire was sent to a random sample of 1,000 local adults. The 381 respondents were typical of mail survey respondents in that they overrepresented upper socioeconomic groups; however, in other respects they were generally characteristic of residents in the TNCC service area. Results indicated a high degree of familiarity with the mission and operations of TNCC and a positive attitude toward the college. They also showed that the chief obstacles to enrolling at TNCC were lack of time and/or interest. Most respondents indicated that their primary goal in attending TNCC would be to satisfy a personal interest or to meet some specific job-related need; interest in degree programs was clearly secondary. Many indicated an interest in self-paced instruction and in televised educational programs. The questionnaire is appended, as are general comments from the respondents. (DC)

Chalasinski, J. (1976). The Young Rural Generation in the Polish People's Republic: Autobiographies, Personalities, Things and Events, Biography and History: 26. Diaries of rural youth writing during the transformation period of the Polish Peoples Republic (1950-1960's) were analyzed in terms of: individual
autonomization and historical processes; identification with the Polish Peoples Republic and self-awareness (direct experience and historical awareness); youth and the revolutionary spirit of romanticism; and occupation and ideology. Comparing the autobiographical data (representative samples derived from some 5,500 diaries), the effect of sociocultural development in the Polish Peoples Republic was analyzed. Among the major findings were: the greatest transformations took place among the rural poor where the people had advanced from the lowest of menial positions to a position of intellectual contribution wherein work was more integrated with the needs of the human personality; the events of the past (war and occupation) had been regarded adversely by the youth, accounting for a loss of faith in mankind, impatience re: social change, and preference for moral and romantic orientations; the quest for an ideological superstructure based on occupation was a pronounced feature in the diaries, but educational statistics indicated limitations still imposed upon rural youth in that the quality and range of schools of various types and their locations prevented full rural accessibility to educational and occupational mobility. (JC)


Accessibility to postsecondary education for adults depends on solving problems of distance, scheduling, advising, and financial aid. Diverse motives and developmental differences in adults must be accommodated in order to provide accessibility. Educational quality also depends on standards that recognize wide-ranging differences among these students, and the approach to standards must both encourage learning and provide substantive evaluation. To do so required developing "standards banks" that define and illustrate: (1) criterion-referenced standards; (2) norm-referenced standards; and (3) learner-referenced standards. Major changes in the nature of work and in the roles and expectations of women have contributed to the growing need for adult postsecondary education. These trends will continue. Systems designed today must recognize current conditions and respond to future changes. A planning inventory is included that provides a checklist of questions for use in comparing existing alternatives and designing new ones. (Author/MSE)


This paper is an assessment of research needs that attempts (1) to identify areas of current needs in early childhood education, (2) to determine which of the areas would be most appropriate for the research and development of educational materials, and (3) to propose solution strategies for those areas identified. Data sources included responses from personal interviews with 11 prominent early childhood theorists (each of the interviews was structured according to a list of 19 questions in five
areas), results from reviews of the literature in early childhood education, recommendations made by 13 participants representing regional and state agencies, school districts, etc., at a regional conference in Austin, Texas, and responses from brief telephone interviews with 10 people currently working in the area of research and development for carepersons. Identified needs and recommendations from each data source are reviewed. In general, the results indicate a need in five major areas: (1) more effective education of parents, paraprofessionals, and other adults involved in caring for children; (2) more research directed toward the development of effective training materials for parents and paraprofessionals--research which utilizes an exportable, modular design, flexible training strategies, and multimedia materials; (3) more accessibility to parenting materials already developed, (4) more research concerning what effective parenting is; and (5) more effective strategies for utilizing information obtained from screening instruments used with young children in program development. (Author/SB)

Council of Ontario Universities Toronto.[BBB06876] (1976). Report From the Special Committee to Assess University Policies and Plans. Report No. 76-4: 35. The Special Committee to Assess University Policies and Plans was assigned the task of assessing the goals, policies and plans of the Ontario university system for the remainder of the 1970s and 1980s in the light of the competing governmental priorities, possible financial prospects and the anticipated numbers of qualified students. The proposals reported on include: clarification of goals and objectives; assessment of resource requirements; the priority of maintaining and improving quality; financial requirements to meet inflation and salary costs; accessibility and projected enrollment increases in undergraduate and graduate programs; cooperation in the elimination of unnecessary, costly duplication; and the critical choices required by funding limitations. (JMF)

Department of Health Education and Welfare Washington, DC. Office of the Secretary.[BBB03839] (1976). Handicapped Persons: Nondiscrimination. Part V: 87. Presented by the Department of Health, Education and Welfare are proposed rules regarding section 504 of the Rehabilitation Act of 1973, which prohibits discrimination in federal programs on the basis of handicap. Detailed are costs, benefits, and inflationary impact of implementing provisions related to the following areas (with sample subtopics in parentheses): employment practices (compensation and fringe benefits); program accessibility (existing facilities and new construction); preschool, elementary, and secondary education (free education and nonacademic services); higher education (admissions, housing, health and insurance); and health, welfare, and social services (education of institutionalized persons). (CL)

Conference reports and topics of discussion from a series of seven New Jersey Conferences on Handicapped Individuals during 1976 are summarized. Eighty-five of the most significant recommendations from the conferences are presented, arranged by the following 15 subject areas: health research and treatment; recreational and cultural development; architectural accessibility; transportation accessibility; communication barriers; attitudinal barriers; psychological adjustment; economic concerns (employment, economic opportunity, economic security); educational concerns; special concerns (problems of the severely or multiply handicapped, community and residential based housing); civil rights of the handicapped; and unique problems. Appended is a list of delegates and alternates to the White House Conference on Handicapped Individuals. (BD)


Patterns of health care use in New Mexico were examined to determine whether income, education, occupation, or other socioeconomic characteristics were associated with use of the service. Adequacy of services were assessed relative to the State's immediate neighbors and the United States from the perspectives of structure, process, and outcomes. Personal interviews were conducted with 599 rural and urban households in 12 southern counties in 1972 and with 688 households in 20 northern counties in 1974. Secondary data sources were used to assess adequacy of services. Some findings were: variation in household use of health care services was not consistently related to ethnicity, education, occupation, income, or age; rural people rated travel time and distance as their biggest difficulty; most respondents were reasonably well satisfied with both the quality and accessibility of health care services; the ratio of persons per doctor was about 20% higher than the national ratio and the ratio of hospital beds per 1,000 population was about 20% lower; general practitioners received the most visits and emergency services the fewest; and more Spanish Americans used home remedies and were more inclined to gather their own while Anglos looked to commercial sources. (NQ)


The report contains the information provided at the national hearing of the Architectural and Transportation Compliance Board regarding recreation for the handicapped. The bulk of the document consists of abstracts of testimony which included both written statements and cross examination questions from such individuals as John H. Davis, executive director of the
National Recreation and Parks Association; Benjamin Gary, Jr., president of the American Society of Landscape Architects; Craig Huber, recreation director of the United Cerebral Palsy Association of Greater Hartford; Lee Meyer, president of the National Therapeutic Recreation Society; and Julian U. Stein, consultant on programs for the handicapped of the American Alliance for Health, Physical Education and Recreation.

Witnesses are identified by the organization and part of the country represented and the witness's role in recreation for the disabled. This information is usually followed by the witness's introductory statement detailing problems encountered in seeking, planning, providing, or using recreational facilities and sites and providing suggestions for solving problems. The testimony is analyzed in another section in terms of six major goal areas: increase accessibility of facilities through compliance with design and site requirements; provide training to general and specific populations about disabled persons with respect to recreation; integrate disabled persons with the general population in recreation to the maximum feasible extent; involve disabled consumers in the recreation processes that affect them and the general public; provide adequate and appropriate transportation to, from, and within recreation areas; and broaden opportunities to enjoy recreational resources. A final section lists recommendations resulting from testimony. (SBH)


This report is the culmination of a study to determine the nature of the existing and desired educational program in the North Ridgeville School District and the school plant facilities that will be needed to house such a program, determine the number of children the school district may expect to house in the next five years, determine the adequacy of existing facilities to house anticipated enrollments and the desired program, and determine the funds available to institute school plant improvements. In evaluating each of the existing school plants, an evaluation guide was used that considers ten dimensions of a building--adequacy, suitability, safety, healthfulness, accessibility, flexibility, efficiency, economy, suitability for expansion, and appearance. Recommendations of the study group are included. (Author/IRT)


By 1966, requests made to the Pennsylvania regional film library far exceeded the center's capacity to deliver. Hiring additional media specialists and technicians and computerizing the request procedure served only to multiply the number of requests. A federally-assisted statewide program provided for a central agency to convert older media materials to videotapes and for central purchasing and distribution of
hardware, video equipment, and additional videotapes. This placed nearly 1000 film titles at the disposal of each of the participating schools. (EMH)

A comprehensive report of a six-month study that investigated the way the Department of Government at the University of Queensland used the university's library resources is presented. Groups participating in the study (students, library staff, and faculty) are identified, and the methods of data collection are explained. Over 40 data tables provide the objective findings. Conclusions drawn from the study include ideas for establishing teaching objectives for courses, developing the accessibility and availability of appropriate library materials, and increasing communication between library and academic staff. (JD)

Computer assisted instruction is beginning to have an important role in the rapidly expanding field of continuing education for health science professionals. At the present time, there are 22 medical specialty boards, all of which require or are about to require some form of continuing medical education for re-certification, and studies are being conducted throughout the country to determine the feasibility of using computer based education for obtaining continuing education credits in the health sciences. Computerized clinical case simulations, which offer some interesting advantages over traditional forms of continuing education, can be accessed from Massachusetts General Hospital and Ohio State University on a 24-hour basis. The Health Education Network offers courseware to medical, nursing, and dental schools, hospitals, and health care institutions throughout the U.S. and Canada. The prospects of using computer technology to obtain continuing health education credit are very real and feasible compared to other means--the costs are reasonable, accessibility to computer based education systems is increasing, and the quality and quantity of computerized case simulations are rapidly improving. (Author/CMV)

Conducted in four villages situated near Tarnow, a large urban and industrial centre, this study examined the process of change in the functioning of the rural family, as set against the transformation of their general living conditions brought about by the socialist industrialization and urbanization in post-war Poland. Issues studied were: family problems in country life; formation of a new value system; new cultural demands and consumption patterns in the villages; role of endogenous and exogenous elements in the urbanization process; degree of realization of
the social consequences of this process; and concrete manifestations of
the process of adaptation of rural Poland to the changed situation, namely,
that of a socialist industrialized community. The sample included 2
successive generations of rural families: 120 procreation families (married
5 years or less) and 120 origin families (parents and in-laws of the
procreation families). It was found that the process of change consisted--
within the scope of a family--mainly in a decrease of the determining effect
formerly exerted by the productive-economic function upon the remaining
ones, i.e., the procreational, educational, securing, and integrational-
expressive functions, owing to the accessibility of extra-agricultural
sources of income and to the constant decline of the significance of land
as a value decisive for a given family's living conditions. (NQ)

Latham, G. (1976). Teacher Use of Instructional Materials and Other Matters
Related to Special Education IMC/LRC Collections. Theoretical Paper No. 59:
48.

Presented is the report of a study -- involving 1150 special education
teachers and 25 instructional materials centers (IMCs) and learning
resource centers (LRCs) -- to investigate the needs for, uses of, and
priorities for instructional materials for teaching handicapped children.
Listed are three methods of data collection: the use of materials evaluation
cards, teacher interviews, and on-site evaluations of IMCs and LRCs.
Results are outlined under the following seven areas: the extent to which
teachers of the handicapped use the instructional materials available to
them via special education IMCs and LRCs; the materials, by name, which
are most frequently used by teachers of the handicapped; the extent of
use of instructional materials by subject area; the extent of use of
instructional materials by handicapping condition; the ways teachers
regard the materials available at the IMCs/LRCs; factors which influence
teachers' use of IMC/LRC materials; and factors which relate to and/or
influence the purchase of instructional materials. Appendixes (which make
up more than half of the document) include a research paper on an
alternative method of measuring and reporting teachers' responses to the
instructional materials they use; a sample questionnaire for obtaining
client perceptions of LRC services; and a blank table for entering
information on the availability, accessibility, use, and condition of IMC/LRC
items. (SB)

Lawton, S. B. and E. Auster (1976). ERIC Data Base Search Services in
Canada: 23.

Educational Resources Information Center (ERIC) indexes and microfiche
have earned a position as major sources of information for educational
researchers and practitioners in Canada. Their widespread use has been
facilitated by the development of computerized search services, first using
batch systems and more recently on-line interactive retrieval methods.
While it is too soon to assess the long term implications of the greatly
increased accessibility of ERIC, it may be that Canadian educators will become dependent on ERIC and neglect Canadian sources of information if automated access to these remains unavailable. (Authors)


This compendium is an appendix to a 50-state study of current legal standards for public elementary and secondary education (See EA 008 318). It compiles and digests the statutory and regulatory standards concerning education for each of the fifty states, Puerto Rico, and three trust territories. Also included is a citation to each standard and a tabular description of the agency responsible for implementing the standard. The standards of each state or territory have been organized on a single microfiche. To improve accessibility, all of the provisions compiled have been categorized within each state by 37 topic areas. A brief "Users Guide," which describes the organization and use of the microfiche compendium, is found on initial frame of the first microfiche. Immediately following this guide, a "Matrix Coordinator" provides an index to each jurisdiction's standards. This matrix locates the beginning frame for each of the 37 topic areas, by jurisdiction. Moreover, the first frame of each individual jurisdiction's microfiche also provides an additional index to the 37 topic areas of that jurisdiction. Specifically, the 37 topic areas utilized are: Accountability, Accreditation, Admission Requirements, Adult Education, Attendance Requirements, Categorical Progress, Compensatory Education, Course or Credit Load, Curriculum, District Organization, Equal Education Opportunity, Evaluation, Experimental Programs, Extra Curricular Activities, Financial Records and Accounting Procedures, Grade Organization, Graduation Requirements, Guidance and Counseling Services, In-Service Training Programs, Libraries, Maintenance and Use of Pupil Records, Objectives of School Systems, Personnel Policies and Employment Practices, Promotion Requirements, Pupil-Teacher Ratios and Other Staffing Requirements, Pupil Transportation, Revenue, Safety and Health Requirements, School Calendar, School Construction and Equipment Standards, School Plant Requirements, School Size, Special Education, Staff Salary Schedules, Teacher Certification, Textbooks and Other Instructional Materials, Vocational Education. (WTB)


This selective, annotated bibliography provides teachers, students, and curricula designers with population resources. All the resources have been reviewed for quality, accessibility, and diversity of opinion. The bibliography is divided into four sections on (1) basic reference data for the study of population; (2) specific population education materials; (3)


The Colorado Advisory Committee to the U.S. Commission on Civil Rights investigated the accessibility of the legal profession to minorities and women in Colorado and the difficulties encountered by minorities and women at the professional education level and in the bar examination. Local and national statistics were provided by the American Bar Association and other organizations related to the legal profession. Law school professors, minority and women law school students and attorneys, State Supreme Court judges, and other interested persons were interviewed. Information was also collected from the University of Colorado School of Law and the University of Denver College of Law. Testimony on the subject was heard at an open, public meeting on May 10, 1975. Findings included: despite recruitment efforts the lack of minority and female faculty and administrators was a serious problem at both law schools; minority and female students voiced strong complaints that negative attitudes based on race and sex manifested by some professors at both law schools were damaging to student performance; the financial aid available to minority students in law school was less than adequate and a severe handicap in some cases; and the bar examination in Colorado had a disparate and, therefore, discriminatory effect on minority applicants. (NQ)


This external evaluation report is based on the results of a household survey in which representatives of 1,800 scientifically selected sample households in the Galveston County service area of the College of the Mainland were interviewed. The survey intended to measure how the college was viewed by the community and to assess the extent and nature of the "market" potential in that community. Findings of the survey are presented in four categories: the college and the community (demographics), community awareness, community attitudes, and educational aspirations. In general, the survey confirmed that the college was serving its constituents effectively. However, there were mixed
perceptions of accessibility. Although attitudes were generally positive, there was a feeling that program quality could be improved, particularly in the transfer area. There was a high level of awareness of the college's presence and community residents looked to the college as a resource and as an agency which should take the lead in providing additional, sometimes innovative, educational programs and services. The potential market in the college's service area was determined to consist of 31.2% of the total service area population. Detailed narrative analyses of tabulated survey data comprise the bulk of the report. Recommendations and suggestions for further study by the college are included. (JDS)

The Research and Planning Division at Ontario Educational Communications Authority undertakes formative, summative, background, and policy research to provide better educational services to audiences via electronic and associated media. Research activities are carried out by three groups. Planning and Development formulates long term plans, assesses adult educational needs, and provides accessibility to 7,500 programs through a computerized system. Audience Research studies program utilization and alternative solutions. Project Research provides direct and immediate feedback to program producers by formative and summative evaluation to enhance program quality. (SC)

A questionnaire was administered to 657 seniors in 25 Southwestern Michigan public high schools accredited by the North Central Association (NCA) to determine student opinions regarding the accessibility of library resources in secondary school media centers. The Chi square test of significance was used to examine the relationship between six variables of senior student characteristics and 50 items of accessibility from the "1969 Standards for School Media Programs." A second survey was conducted in a series of small group interviews with 60 randomly selected respondents of the first survey to determine the reasons for their responses. General conclusions of the study include: (1) audiovisual resources were not available in adequate quantities for classroom work or recreational use; (2) status of media center users, size of the school, and academic rank have the most significant effect on seniors' opinions about the accessibility of resources; (3) non use of the media center appears to be determined by the teachers' failure to give assignments requiring use of resources; and (4) the personality of the librarian was the most important influence on the perceptions of accessibility. Recommendations for further research and study in areas of teacher education, library education, and inservice education are included. (Author/JPF)
Several presentations were made at the eighth meeting of the National Commission on New Technological Uses of Copyrighted Works (CONTU). The president of the Association for Computing Machinery addressed the issue of interactions of computer technology and economics, education, and society. A representative from the Center for Educational Media (NICEM) discussed the relation of the information storage and retrieval system of nonprint materials to the proposed copyright changes. Representatives from Documentation Associates Information Services, Inc. presented their views of copyright implications to the information brokerage business, especially the legality of their services and their accessibility to data bases. Representatives from Rand Corporation and Stanford Research Institute discussed respectively the technological advances of the computer, and implications and cases of computer abuses. Issues dealing with the copyrightability of computer programs, protecting investment in computer software, enforcement problems, fair use, and possible results of copyright legislation on users and producers were also covered in presentations and commission staff discussions. (SC)

Presented are highlights of the major recommendations offered by over 200 professionals who participated in the National Forum on Pathways to Employment, a meeting on problems relating to the job preparation and placement of handicapped individuals. An initial section lists legislative recommendations, administrative recommendations, recommendations to the education community, and recommendations to the handicapped public. Sections making up the bulk of the document include an issue statement, some questions to consider, delegates' comments, and a table on the barriers along with possible solutions for each of the following areas: financing, personnel preparation, programming, legislation, parents and voluntary health agencies, materials, interagency cooperation, employers, insurance, accessibility, consumerism, testing and evaluation, attitudes, unions and trade associations, and sheltered workshops. Also provided are a list of delegates and a list of planning committee members. (SBH)

Large numbers of blacks have been moving into residential zones outside the central city but within what is sometimes called the metropolitan ring.
By 1970, 3.5 million blacks, or a million more than in 1960, lived in these areas. Although these areas are outside the city proper, they should not be linked to the images held of typical suburbia. Emphasis in this volume focuses on one set of predominantly black communities, many of which evolved as black settlements located in the metropolitan ring, and another set which was the target of black ring entry during the sixties. This work emphasizes the following attributes associated with the altered location of the mover population: housing, educational benefits, economic security, workplace accessibility, and other social services. The study finds that the quality of life in the black suburban rings is lower than that available in other suburban areas. These black populations form what are essentially vest pocket ghettos. As such, black suburbanization, as it is now, represents another settlement phase, and not a major reordering of the way blacks acquire residential access. Conclusions are supported by socioeconomic and demographic data. (Author/GC)


Based on an in-depth study of 125 mothers of young infants in both urban and rural areas of Wisconsin, this study analyzed the utilization of preventive medical services for the infant. The hypothesis that "mothers who are more socially integrated will be more likely to use preventive medical services than those who are less integrated, controlling for socioeconomic status" was tested. Ninety-one urban and 34 rural mothers were interviewed when their babies were approximately 3-months old. Data were obtained on the mother's state of health, attitudes and feelings toward her life, use of the system for both well and sick care for herself and her infant, happiness, social activities, who she called on for help with the baby, and contacts with friends and relatives. Items were basically of three types: baby's preventive medical services--baby physical checkup since leaving the hospital (diphtheria, pertussis, tetanus, and polio shots received); social integration item--family and secondary ties; and background characteristics--residence, mother's education, family income, poverty level of family, whether the mother had private health insurance, medicaid, or no health insurance. Findings included: the hypothesis was not confirmed; rural-urban differences emerged which seemed to be related to availability and accessibility of services; and mother's education was the only factor which helped explain utilization patterns. (NQ)


This manual was designed to assist in the geographic and vocational placement of the academically qualified, physically disabled student seeking two-year occupational training in New York. It is to be utilized by the student, the counselor, or any other interested individual. It rates each
of 48 institutions within the State University of New York (SUNY) and the City University of New York (CUNY) systems as to accessibility and suitability for the handicapped with respect to physical features and supportive services. Included are six agricultural colleges, six technical colleges, and 38 community colleges. The manual also lists vocational degree offerings by individual schools. A list of references on architectural standards is appended. (DC)

Analyzing the effects of higher education accessibility, the present state of difficulties re: accessibility, and the functioning of various means of accessibility compensation, this paper presents the development of Polish education in terms of the social, political, and economic systems operative during the inter-war period (1918-39) and the post-war period (1945-75). Emphasizing past and current discrepancies between rural and urban and peasant and intelligentsia educational opportunities, this paper presents both quantitative and qualitative data relative to: curricula; socioeconomic influences; parental influences; vocational orientation; social selection; entrance and qualifying exams; achievement standards; intramural discrimination; preferential criteria; equalization measures; scholarships; education quality and effectiveness; institutional proximity; educational costs; educational mobility; and comprehensive educational orientations. The current economic policy of Poland is described as one aimed at "socio-economic development", a policy emphasizing the interdependency of social and economic development; wherein, higher education is ascribed the role of developing the general culture of the Nation, the proper and harmonious domains of social life, and the satisfaction of individual aspirations, as well as technical expertise. (JC)

Major themes of a workshop on social work education and practice in rural and northern areas of Canada held in 1976 were: (1) purposes and goals of social work education; (2) needs, wants, and aspirations of rural/northern people; (3) social work education for professional competence; (4) continuing education; and (5) organization and administration of social work programs. This bilingual report (English-French) is in three parts: summary of workshop discussion, summary of social work programs in more than 10 Canadian schools, and resources and bibliography. Discussion included the need for teaching materials which would bring rural Canadian life into perspective, curriculum, accessibility to higher education, rural field placements, alternative delivery systems (part-time study, decentralization, use of media for communication), course content, teaching methodologies, skills students
need, and differences in urban and rural social work. The resources section contains a partly annotated list of periodicals and newsletters, Canadian newspapers, research, resource, and information centers, "American" and "International" resources, organizations and associations, study kits, nonprint resources, bibliographies, libraries, catalogues, rural and ethnic cookbooks, and conferences. In the partly annotated bibliography are publications and films relating to rural development. (RS)


Presented is a report to the Connecticut Commission for Higher Education by an independent resource group on the accessibility of Connecticut postsecondary education for the blind, deaf, and physically disabled. The report considers the following provisions for the physically handicapped: acquiring funding for removal of physical and communication barriers as provided in the 1968 Amendment to the Vocational Rehabilitation Act; the requirements for accessibility to buildings for the disabled; difficulty in establishing data on the number of disabled; nonphysical barriers in colleges such as communication barriers, minority affiliation, and the admissions process; the absence of minorities as students in Connecticut colleges including the blind and deaf; inadequate precollege preparation; supportive services such as volunteers, testing arrangements, and preregistration for classes; and future provisions for disabled persons. Appended are responses to a mobility survey; the Vocational Rehabilitation Act (Public Law 93-112), excerpts from Trio Program Manual, excerpts from Public Law 90-576 on vocational education, and charts on the accessibility of education facilities. (PT)


The handbook presents a series of implementation suggestions for vocational education special needs programs generally, and in Alabama. Special Needs Programs for Disadvantaged Students defines the term disadvantaged student and provides criteria for their identification, with form information. Special Needs Programs for Handicapped Students lists 10 handicapping conditions and provides form information. Vocational Teachers for Special Needs Classes describes certification and personality requirements for working in such programs. Facilities discusses the need for maximum accessibility and usability by the students. Evaluation stresses the need for continuous evaluation of the program in terms of individual student progress and overall program effectiveness. The terms of the Cooperative Agreement with Vocational Education, Vocational Rehabilitation and Crippled Children and the Program for Exceptional Children and Youth in the Coordination of
Services to the Handicapped in Alabama are presented in full. Plan for Assuring Vocational Education for Disadvantaged and/or Handicapped Students provides guidelines and necessary State form numbers. Policies and Procedures for Conducting Special Needs Programs in Alabama cover the responsibilities of the State coordinator and supervisors, and district supervisors. The forms used in Alabama are appended. (LH)


Since 1962, when the state legislature authorized the establishment of community colleges and committed the state to share in their support, 16 community colleges and 67,166 students have been added to the higher education system in New Jersey. This report documents the development of the community colleges from 1955 to 1972 in the context of the history of higher education in that state. It also reviews: (1) the state legislation authorizing the establishment of community colleges; (2) the success of community colleges in fulfilling their goals (providing accessibility to higher education, offering a diversity of programs, and responding to local, state, and national needs); (3) the capital and operating costs and methods of finance; and (4) current issues and plans for the future. Charts and tables give data regarding enrollment, tuition compared to that of other states, family income distributions, student ACT scores compared with those of a national community college sample, the number of students who have transferred to four-year institutions, and the number of associate degrees conferred. (DC)


A review of the Area V Planning Committee's study and evaluation of vocational education programs in Alameda and Contra Costa Counties, California, is presented. Three generalized problem areas were addressed, including: (1) financial support for needed programs; (2) the development of new programs and the evaluation of old ones; and, (3) the lack of a system to coordinate programs and encourage school district cooperation. Problems encountered by the committee included confusion as to the appropriate roles for the committee, its members, and agencies in terms of the area planning process. The adequacy of and accessibility to planning information and financial support for the planning program were also problem areas. Conclusions and recommendations are presented, emphasizing: coordination between vocational education programs, financial support from the State government to help implement educational and manpower information systems, the establishment of a monitoring system for vocational education program status and planning, and regulatory measures. A complete listing of the Committee recommendations and their present status, committee members, and
Article 10.4 of the California Education Code are appended. The document is one of a series regarding Area V. (LH)


The selected, partially annotated bibliography lists 225 journal articles, papers, and reports on transportation for the handicapped. References were published from 1969 through 1974 and are arranged into the following subject categories: general, government activities, accessibility, air travel, mass transit, automobiles (driver education and special parking needs), special equipment (vehicles and assistive), transportation and the blind, and transportation and the elderly. Also provided are availability information and indexes by individual (author), corporate source, and geographic location. (DB)


This Matrix for Planning presents an organized format for systematically recording information relevant to the formulation of long-range planning policies and decisions for the Massachusetts Community Colleges. The matrix organizes existing data into a four-fold conceptual structure: people, programs, facilities, and funding. The first category (people) includes enrollment figures, faculty and staff headcounts, a demographic profile of students, a description of faculty activities, and an assessment of the community colleges’ share of Massachusetts higher education enrollment. The second category (programs) identifies current programs, and programs planned for the future. The overall effectiveness of the system is assessed by presenting figures on degrees and certificates awarded, and data reflecting the community colleges’ accessibility to students from varying income groups. The third category (facilities) assesses the system’s current land and building holdings, space utilization, and current space rental. Finally, the fourth category (funding) reports on expenditures in the last fiscal year, and on costs per student per college and per program. Significant features and leading questions pertaining to the information displayed are identified, as are the additional information, procedures, and policy decisions that would be required for a continuous planning process. (NHM)


The document is the final of a subset of six instructional packages focusing on teacher orientation to career education. The purpose of the module is to acquaint the user with the location, nature, accessibility, and suggested uses of various resources at the national, State, and community levels. Upon completion of the three lessons the user should
be able to apply and integrate the content into a plan to identify, organize, and utilize a career education resource system at the local level. Each lesson is organized according to goals, performance objectives, content, learning activities, related resources, and study questions. A glossary and supplementary readings accompany the unit as well as readings, transparency masters, task sheets, and handouts for each of the lessons. (LJ)

Erwin, J. M. and D. M. Norris (1975). Postsecondary Planning Methodologies. Consultants Report to the Georgia Postsecondary Education Commission: 149. The conceptual outline of a series of six studies to be initiated over the next 18 months by the Georgia Postsecondary Education Commission (GPEC) is presented. These studies will culminate in a statewide plan for Georgia postsecondary learning that is planned for 1976. The first four studies are major data collection and analysis activities. They are: (1) the enrollment study, which recommends a comprehensive, 5- to 10-year historical analysis of enrollment trends; (2) the accessibility study, which provides several potential methodologies for gauging the accessibility of Georgia educational institutions in terms of geography, tuition, and the nature of the region; (3) the potential program duplication study, which recommends techniques for constructing a program inventory; and (4) the proprietary school report, providing a critique and analysis of a previous proprietary school survey. The fifth study reported, the issues and problems study, suggests how the GPEC can combine public hearings and small group meetings to provide additional data on educational issues. In the final section of this report suggestions are made on how informational and attitudinal inputs can be combined to produce a statewide plan for postsecondary learning in Georgia. (LBH)

Jobe, E. R. E. (1975). Five Discussions on Postsecondary Education: 48. Topics discussed are: (1) student aid and access to postsecondary education (Jack L. Woodward); (2) values in athletics (Grant Dungee); (3) some considerations in planning for postsecondary education (Paul G. Orr); (4) the open university as a challenge for postsecondary education in Mississippi (Cleopatra D. Thompson); and (5) comprehensive statewide planning for accessibility with effectiveness and efficiency as a dilemma for 1202 Commissions (S.V. Martorana). A bibliography is included. (Author/KE)

Kratky, P. and L. Haigh (1975). Making Nutrition Education Count: A Guide for Nutrition Education K-6. Grade 1: 42. This curriculum guide for nutrition education grade 1, was designed to incorporate knowledge of thirteen concepts into the child's decision-making processes as a food consumer. These concepts, as covered by the guide, are: affecting bodily well-being through nutrition; affecting dental health through nutrition; models for diet selection; controlling bacterial
growth in foods; how to keep foods safe temporarily; treating foods to prolong safe usage; ethnic food traditions; family food customs; effects of peer influence on food habits; effects of advertising on food choices; supply of money affects food choices; accessibility of food affects food choices; preparing foods in different ways. Each concept is taught in one lesson, which can usually be accomplished in about a half hour. Careers in health and food production are also identified. Each lesson involves an activity using oral communication skills and sometimes illustrative, dramatic, or written skills. Several duplication masters are included. (RE)

This curriculum guide for nutrition education grade 2, was designed to incorporate knowledge of thirteen concepts into the child's decision-making processes as a food consumer. These concepts, as covered by the guide, are: affecting bodily well-being through nutrition; affecting dental health through nutrition; models for diet selection; controlling bacterial growth in foods; how to keep foods safe temporarily; treating foods to prolong safe usage; ethnic food traditions; family food customs; effects of peer influence on food habits; effects of advertising on food choices; supply of money affects food choices; accessibility of food affects food choices; preparing foods in different ways. Each concept is taught in one lesson which can usually be accomplished in about a half hour. Careers in health and food production are also identified. Each lesson involves an activity using oral communication skills and sometimes illustrative, dramatic, or written skills. Several duplication masters are included. (RE)

This curriculum guide for nutrition education grade 3, was designed to incorporate knowledge of thirteen concepts into the child's decision-making processes as a food consumer. These concepts, as covered by the guide, are: affecting bodily well-being through nutrition; affecting dental health through nutrition; models for diet selection; controlling bacterial growth in foods; how to keep foods safe temporarily; treating foods to prolong safe usage; ethnic food traditions; family food customs; effects of peer influence on food habits; effects of advertising on food choices; supply of money affects food choices; accessibility of food affects food choices; preparing foods in different ways. Each concept is taught in one lesson which can usually be accomplished in about a half hour. Careers in health and food production are also identified. Each lesson involves an activity using oral communication skills and sometimes illustrative, dramatic, or written skills. Several duplication masters are included. (RE)

This curriculum guide for nutrition education grade 4, was designed to incorporate knowledge of thirteen concepts into the child's decision-making processes as a food consumer. These concepts, as covered by the guide, are: affecting bodily well-being through nutrition; affecting dental health through nutrition; models for diet selection; controlling bacterial growth in foods; how to keep foods safe temporarily; treating foods to prolong safe usage; ethnic food traditions; family food customs; effects of peer influence on food habits; effects of advertising on food choices; supply of money affects food choices; accessibility of food affects food choices; preparing foods in different ways. Each concept is taught in one lesson which can usually be accomplished in about a half hour. Several duplication masters are included. (RE)


This curriculum guide for nutrition education grade 5, was designed to incorporate knowledge of thirteen concepts into the child's decision-making processes as a food consumer. These concepts, as covered by the guide, are: affecting bodily well-being through nutrition; affecting dental health through nutrition; models for diet selection; controlling bacterial growth in foods; how to keep foods safe temporarily; treating foods to prolong safe usage; ethnic food traditions; family food customs; effects of peer influence on food habits; effects of advertising on food choices; supply of money affects food choices; accessibility of food affects food choices; preparing foods in different ways. Each concept is taught in one lesson which can usually be accomplished in about a half hour. Several duplication masters are included. (RE)


This curriculum guide for nutrition education grade 6, was designed to incorporate knowledge of thirteen concepts into the child's decision-making processes as a food consumer. These concepts, as covered by the guide, are: affecting bodily well-being through nutrition; affecting dental health through nutrition; models for diet selection; controlling bacterial growth in foods; how to keep foods safe temporarily; treating foods to prolong safe usage; ethnic food traditions; family food customs; effects of peer influence on food habits; effects of advertising on food choices; supply of money affects food choices; accessibility of food affects food choices; preparing foods in different ways. Each concept is taught in one lesson which can usually be accomplished in about a half hour. Several duplication masters are included. (RE)


This guide is first of a series of curriculum guides dealing with nutrition
education in grades K-6. The curriculum guide was designed to incorporate knowledge of thirteen concepts into the child's decision-making processes as a food consumer. These concepts, as covered by the guide, are: affecting bodily well-being through nutrition; affecting dental health through nutrition; models for diet selection; controlling bacterial growth in foods; how to keep foods safe temporarily; treating foods to prolong safe usage; ethnic food traditions; family food customs; effects of peer influence on food habits; effects of advertising on food choices; supply of money affects food choices; accessibility of food affects food choices; preparing foods in different ways. Each concept is taught in one lesson which can usually be accomplished in about a half hour. Several duplication masters are included. (RE)


The objective of this report is to present recommendations and criteria for planning, developing, and evaluating school and system-level media programs. These recommendations are based on a broad concept of services, intended to provide students and teachers with the media services and resources necessary for quality education. A broad plan is presented, rather than a step-by-step manual, with discussion of (1) the media program, including rationale, program criteria, and student skills development; (2) personnel, including certification, competencies, staffing patterns and support staff; (3) budget; (4) resources, including accessibility, selection and collections; (5) facilities, including planning, functional and spatial relationships, design and furnishings; and (6) the system-level media program, including program components, services, staffing, materials, equipment, and a professional reference collection. Appended are a selected bibliography, an assessment instrument, and a guide for accessioning media. (STS)


The first annual report of the Ontario Council on University Affairs was a prelude to a regular annual cycle that henceforth begins every March 1, and is intended to ensure that the Council, as Ontario's independent advisory body with respect to universities and certain other postsecondary educational institutions, is closely in step with the decision making processes of government. Its principal innovation was a memorandum to generate an agenda of important matters to which close attention will be given in the coming year. The matters include the further refinement of equity in institutional financing, the clarification of objectives designed to ensure adequate funding of bilingualism, and a thorough review of the financial and institutional dimensions of university education in Northern Ontario. Broader questions of particular import were outlined by the
Council at the close of its inaugural. It raised questions with respect to such major topics as formula revision, tuition fees, accessibility, graduate studies, and the status of women. (Author/KE)


This analysis of the research outlines the history of the conflict over student rights—a conflict that has its basis in American political and social philosophy. The author views the tension between those who favor the expansion of civil rights for students and those who advocate a return to discipline based on the in loco parentis doctrine as indicative of a wider conflict between the Puritan concept of authoritarianism and Jeffersonian democracy. The report surveys major areas of legal controversy, including suspension, expulsion, and due process; corporal punishment; freedom of speech; the press; assembly and religion; freedom from unreasonable search and seizure; and accessibility of student records. The author concludes that the area of student constitutional rights is not one that lends itself to easy solutions, and that the controversy will continue to plague the schools as long as the conflict in the society at large remains unresolved. (Author)


This document contains a performance evaluation of the Virginia Community College System (VCCS), based on data collected by each institution and state agencies, field interviews, original surveys of community college students and staff, and contact with industry. Section I reviews the legislature's intent in establishing the VCCS with regard to the types of students to be served, and provides a review of higher education in Virginia and a profile of community college students. Section II evaluates college and program admissions, counseling for student needs, and accessibility. Section III analyzes university parallel, occupational-technical and continuing adult education programs, focusing particularly on scope of programs, enrollments, and costs. Section IV reviews and evaluates special training programs for industry. Section V evaluates college and system-wide planning and management, enrollment forecasting for budget and facilities, and academic management (faculty productivity, staff attitudes, instructional quality). The appendices contain survey data and questionnaires, and an index of key issues. An extensive documented response to the evaluation report by the VCCS and a rejoinder by the Audit and Review Commission is included. (JDS)

The enrollment of learners is significant to the State University of Nebraska (SUN) and the University of Mid-America (UMA). SUN is the pilot state delivery system and UMA is the regional course development, delivery coordination, and research agency; both view current enrollment as an indicator of future response to courses developed by the UMA consortium. This report examines the fact that four spring 1975 telecourses enrolled 351 fewer individuals than did two fall 1974 courses. Factors considered in this working paper and executive summary include: cost of tuition and course materials; awareness of educational opportunities; reputation of the sponsoring institution, industry, or community group; perceived worth or value of an education; courses or educational offerings; entrance qualifications and self-concept; and availability and accessibility of educational offering. Each of these factors is examined individually and a probable explanation is offered of the influence that factor had on a person's decision to enroll or not enroll in a SUN course. It is concluded that the factors to be addressed first by UMA are cost, promotion, and course needs. (LBH)

This report is a result of a study of available opportunities offered by post secondary institutions to help older persons remain active and involved in their communities. Through interviews of relevant literature, detailed questionnaires sent to over 400 institutions, visits to over 33 institutions, and interviews with personnel, older students, educational groups, and social agencies, the survey evaluated the present programs and revealed the lack of programs to fulfill the needs of older adults. Chapter 1 provides national demographic data with charts on the characteristics of older persons and discusses their adjustment, identity, participation, and fulfillment needs. A roster of the principal characteristics of ongoing programs and brief descriptions of each are presented in Chapter 2. Chapter 3 recommends communication and involvement as two guidelines for planning programs and includes specific considerations (identifying the market, deciding on course content, maximizing accessibility, choosing schedules, opting for various instructional methods, providing supplementary services and financing). Chapter 4 examines the benefits of these programs and recommends indepth evaluations of programs, selected new demonstration projects for "new careers" and "rehabilitation", and dissemination of information and ideas. An evaluation checklist, the academy's board of directors, the surveyed and visited institutions, and an annotated bibliography are appended. (Author/JB)

The Preliminary Information Exchange Procedures (IEP) cost study project was undertaken as a joint venture by a group of colleges and universities and the National Center for Higher Education Management Systems (NCHEMS). The project was initiated and sponsored by NCHEMS to accomplish six objectives that would benefit both the institutions and NCHEMS. The project objectives were as follows: (1) Exchange Procedures Manual to provide data for evaluating the utility and feasibility of those procedures and definitions. (2) To implement and test the NCHEMS planning and management software tools on available computers at colleges and universities participating in the preliminary IEP project. (3) To develop institutional expertise in using NCHEMS management tools. (4) To evaluate the IEP cost study implementation effort in terms of institutional benefits and required compatible information with similar institutions. (6) To determine the availability and accessibility of institutional historical data required for completion of the preliminary IEP cost study. (Author)


The main purpose of this survey was to gain current information on the representation of minority students within particular fields of study, a level of detail for which only limited information has been available. The survey requested enrollment information within 21 discipline areas for the total graduate population for each institution as well as for black, Spanish-surnamed, American Indian, and Asian American students. A copy of the questionnaire is presented in Appendix A of the document. The survey results indicate substantial variation in minority representation among specific fields of study. To a lesser extent, minority representation also differed according to a number of institutional characteristics. The findings presented in this document constitute the most recent data available on the enrollment of minorities in specific graduate fields and should be useful to all concerned with improving the accessibility of graduate study to Americans of minority backgrounds. Appendixes contain: the survey questionnaire, institutional response, and classification of states by the census regions. (Author/PG)

Leiner, M. (1974). Children Are the Revolution: Day Care in Cuba. New York. This book discusses the educational philosophy, accessibility, administration, staffing and other related aspects of day care services in Cuba. Chapter I identifies three long-term goals which form the philosophical basis of early childhood programs in Cuba: the liberation of Cuban women from the exploitation and chauvinism of the past; the creation of the modern Cuban male (humanistic, altruistic, socially conscious); and the consequent economic and social benefits day care offers the community at large (including nutrition, health care,
compensatory education, and community and family education). Chapter II focuses on the use of paraprofessional personnel (particularly uneducated teenagers and older housewives) in day care centers. Chapter III describes the origin and evolution of post revolutionary early childhood education. The organization, geographical environment, and curriculum of various types of day care and other early childhood programs are also discussed. Chapter IV describes nutrition and health care facilities for young children and Chapter V analyzes the relationship of the family and the community with the school system. (CM)

This report provides data and analyses on the foreign medical graduate (FMG) component of physician supply in the United States and identifies and assesses possible federal government options in the area of foreign medical graduates. Following an introductory chapter, chapter 2 reviews the current situation in the United States with respect to the immigration, education, and training, licensing, and practice characteristics of FMGs together with some illustrative information on U. S. medical graduates. Available data presented on FMGs include country of origin, types of visas, age, sex, major professional activity, specialty, and geographic location. Chapter 3 focuses on national policy options vis-a-vis FMGs as they are related to quality, accessibility, and cost of care. Action alternatives are outlined as they relate to these elements of the national health care goal, and, insofar as possible, the positive and negative sides of each alternative are noted. Appendixes include flow charts and a discussion of the concept of externality and its relationship to interstate and international migration of physicians. (MJM)

As of May 1975 the structure of Scottish local government will experience a change that will affect rural education, as districts will be reorganized for purposes of encouraging local control. In reference to this new structuring, the following questions must be considered: (1) Since it has been claimed that existing small school authorities lack the financial resources necessary for a full range of educational provision, what criteria should be used to determine the most effective form of educational administration? (2) How can regional councillors keep in touch with regional education problems when in the Highlands, for example, there will be 16 educational committee members responsible for 9,800 square miles? (3) Since the new system may create feelings of psychological remoteness between parents and the education office, teachers, and administrative staff, what action should be taken to create administrative accessibility? (4) How should curricular development and inservice training be reflected in the provision of advisory services and training facilities? (5) What functions might properly be allocated to the new school and college councils
(representing parent, teacher, religious, and industrial interests)? (6) Since new regional authority members will be closely identified with national political parties, will party politics in regional government be educationally advantageous? (JC)


The future financing of postsecondary education is a critical issue facing those charged with national and state educational policy. Questions regarding pricing, financial aids, the methods of support, and the impact of various policies on accessibility and educational quality are hotly debated in Congress and in every state. To determine how financial responsibility for postsecondary education can be allocated so as to achieve the best ends, this report focuses on how students in Montana currently finance their postsecondary education and the adequacy of student resources to meet educational costs. This report provides answers using information reported by students in public postsecondary education in January 1974. Included in the study is methodology; educational characteristics of the student in Montana's postsecondary institutions; the costs of postsecondary education in Montana (divided by educational expenses and maintenance expenses); students' dependence, independence, and parental income; the family contribution to educational expenses; and financial aid. Appendixes include the members of the survey research group, the student questionnaire, and supplementary tables. (Author/PG)


This paper reviews the cost of higher education. Section one discusses the costs of higher education in light of the costs of college attendance, foregone income, incidental expenses, educational costs, cost differential, and total costs. The second section discusses who can afford and who is willing to pay the cost of higher education. Emphasis is placed on the issues of college accessibility and college finance, individual values and philosophical positions regarding the individual and higher education, and political activities both in educational institutions and in the government guaranteeing every high school graduate a tuition grant to cover the cost of higher education. This impact is discussed according to the lower, middle, and upper socio-economic group and the National Commission on the Financing of Postsecondary Education data and generalizations. Finally, the social factors that led to the American high school with its universal attendance are discussed in relation to their impact on higher educational attendance. These factors include democracy, industrialism, and professional education. (MJM)

National Committee on the Education of Migrant Children New York
Initiated in the mid-sixties under Title I of the Elementary and Secondary Education Act, the Uniform Migrant Student Record Transfer System (UMSRTS) was designed to maintain ready accessibility via computer data base to the health and academic records of migrant children. The National Committee on the Education of Migrant Children (NCEMC) maintains that it is unwise to assume mere existence of UMSRTS either validates the system or assures its usefulness as an educational tool. The committee raises serious questions relative to: UMSRTS’s detraction from development of other needed programs; its cost-effectiveness; the value of its information; evidence of its benefit, harm, or usefulness to both the child and the educational system; violation of the right to privacy; parental evaluation of data input. A recent study authorized by Congress has indicated that while the system has not worked well technically, a majority of the schools enrolled in the system have found it useful. However, a sizeable number of teachers in those same schools did not find it useful or were reluctant to rely on another’s assessment of their students. The committee maintains serious reservations about the present and potential use of UMSRTS, urging extreme security relative to the right of privacy, staff development as a first priority, and further evaluation of UMSRTS. (JC)

The Organization for Economic Cooperation and Development (OECD) organized a Conference on Future Structure of Post-Secondary Education, Paris, June 1973. The central concern of the conference was to examine the advent of mass higher education in its main patterns and characteristics and to identify alternative policy measures for facilitating the overall structural transformation of the system towards meeting its new objectives in the context of social and economic development. This document reports conference proceedings and papers presented, covering overall issues in the development of future structures of postsecondary education, accessibility to postsecondary education and employment, nontraditional forms of study in postsecondary education, the structure of studies and the place of research in mass higher education, and the planning and financing of postsecondary education. (MJM)


The focus of this paper is on innovative evaluation, evaluation methodologies, and the development of evaluative instruments. Innovative evaluation is discussed as related to comprehensive evaluation, general evaluation with special emphasis, problems in comprehensive and general
evaluations, and five components of an assessment model (accessibility, flexibility, personalization, synthesis, and efficacy of resources). Four models that may be applied in the evaluation of innovative and nontraditional programs are discussed; these models are: Competency-Based Evaluation, Self-Evaluation, Systems Analytic Evaluation, and Fortune/Hutchinson Methodology of Educational Evaluation. The development of evaluative instruments is presented as to guidelines, and examples of instruments are given. An appendix provides a copy of a Faculty Acceptance of Innovation questionnaire, an Occupational Status of Former Occupational Students questionnaire, and two handscoring forms. A list of references is included. (DB)


Since some critics have proposed that correlations between crosscultural comparisons of high prestige occupations and standard occupational indexes might prove lower if larger numbers of occupation titles were compared and if nonurban populations were studied, the occupational prestige evaluations of a rurally isolated group of American Indians were studied. A panel of seven judges, all of whom were Mississippi Choctaw Indians and Bureau of Indian Affairs or Tribal administrators, were asked to rank 94 occupation titles (derived from a sample of Choctaw high school students who had previously indicated that these titles reflected their: occupational aspirations or expectations, parent's aspirations for them, and role model's or family breadwinner's occupations). Working independently, each panel member ranked the positions from low to high using the criteria of education, responsibility, attractiveness, reward, security, and general prestige. When compared via an analysis variance test with the prestige scores of matching occupation titles in the Duncan Socioeconomic Index, the index revealed significant differences. The product moment correlation (.78) was lower than would be expected between a subsociety and its dominant society. Considerations of occupation relevance and accessibility and the Choctaw cultural isolation seem to have influenced the variations found. (JC)


The conference report on planning usable, accessible educational facilities for physically handicapped (orthopedically, visually, and aurally impaired) children features guidelines for eliminating indoor and outdoor architectural barriers. In developing and evaluating the guidelines, the Tennessee School Planning Laboratory analyzed plans of other states for identifying handicapped students and for providing them with usable facilities, reviewed pertinent literature, and sought advice from experts on the special needs of the physically impaired. The ethical and legal rationale for including disabled students in regular schools is discussed by
conference speakers, and general suggestions are offered in connection with vocational education and with options for conversion of available buildings to maximize accessibility. Presented are guidelines for the construction of new facilities in regard to exterior site preparation, such as the provision of easily accessible building entrances and elevators, nonslip ramp surfaces equipped with handrails, walks and curbs that facilitate unhindered movement, and special parking facilities located near buildings. Considered among guidelines for building interiors are recommendations concerning corridor width, stairway design, elevators, drinking fountains and restrooms, and special areas such as cafeterias, gymnasiums, swimming pools, and libraries. Photographs and drawings used to illustrate the text have been deleted because of poor reproducibility. (LH)

This paper focuses on the environmental influences of change in the communication structure of organizations and argues that structural changes in communication networks are increasingly externally induced. The unit of analysis selected for discussion in this paper is the individual organization. A communication network among organizations is generated when analyzing the communication relationships among these organizations along a certain topic or dimension. A network analysis computer program developed at Michigan State University allows with considerable ease the identification of network roles that individual organizations might perform such as group membership, liaisons, and so on. In addition, each individual organization or group of organizations can now be assessed with regard to a degree of centrality, accessibility, dominance, integrativeness, connectedness, and various other indices. Furthermore, suggestions for the development of a dynamic model encompassing exogeneous influences, internal system processing, and endogenous events are made. Some examples of interorganizational communication are discussed, and the implications of interorganizational communication are presented. (Author/RB)

Proceedings of a conference to identify specific projects which might be undertaken to improve the availability and utilization of engineering information in developing countries are summarized. Papers report on engineering information activities of UNESCO and the United Nations Industrial Development Corporation, on engineering information services in highly industrialized countries, information currently available in Arab countries and prospects for improving its accessibility, barriers to transfer
of engineering information, and suggestions for improvement. Texts of five
task force proposals for projects in housing and construction, engineering
standards, energy and power, industrial information systems, and
computers and telecommunications are included. Names and addresses
of specialized task force members are listed. Appendixes include the
program conference, membership of relevant committees, and names and
addresses of conference participants. (SK)

California State Legislature Sacramento. Joint Committee on the Master Plan for
the Master Plan for Higher Education: 125.

To enable California higher education to realize its major purpose of
responding to the learning needs of California citizens and society, the
Joint Committee on the Master Plan for Higher Education finds the
following objectives critical for planning in the next decade: (1) academic
freedom and responsibility; (2) equal and universal accessibility for
persons of both sexes and all races, ancestries, incomes, ages, and
geographies; (3) lifelong learning opportunities for persons with capacity
and motivation to benefit; (4) diversity of institutions, services and
methods; (5) flexibility to adapt to the changing needs of students and
society; (6) cooperation between institutions in assessing area educational
needs and resources, and meeting those needs; (7) involvement with local
communities in providing educational services and utilizing community
resources in the educational process; (8) increased understanding of the
learning process to be sought and applied throughout higher education;
(9) discovery of qualitative and quantitative evaluation methods for
learning, research and teaching; and (10) accountability throughout higher
education. Thus, this document presents recommendations for the master
plan of higher education in California in keeping with these objectives.
(HS)


Improvements in the quality of national--and particularly of urban--life will
require even greater expenditures than at present on the delivery of
crucial services as education, health protection, recreation, waste
disposal, and police and fire protection. Simultaneously, the problem of
poverty continues to plague millions, even many who are in the labor
force. For those who are underemployed, for the 2 million who have given
up looking for jobs, and for those unemployed, the rapidly expanding
demand for public service workers constitutes an important opportunity for
advancement. The expanding need for important public services and the
requirements of the disadvantaged for more and better work opportunities
may each carry the solution to the other. This is the rationale for a
program to stimulate public employment of the disadvantaged. Five
reasons why such a program can be expected to improve the economic
welfare of the disadvantaged, particularly of the urban residents, are: (1)
public service is growing much faster than those private industries that have traditionally absorbed the poor; (2) government jobs pay substantially higher wages than the poor are currently earning; (3) there are important fringe benefits uniquely associated with public service; (4) the location of public work places in the central city means ease of accessibility for the very large numbers of the disadvantaged residing in the urban core; and, (5) public service has historically served as the entry point into the world of work for many white ethnic groups. (Author/RJ)


The basic prototype model presented in this report simulates the impact of federal, state, and private funding programs by using differential dynamic programming to construct a 5-year operating plan for several classes of institutions. The institutional supply of spaces for students is identified by these operating plans for each of the classes of institutions; and the interaction of the institutional supply with the student demand (generated in a stochastic choice section of the model) produces calculations of students enrolled, empty spaces, unsatisfied demand, financial conditions, and faculty levels of each group of institutions. This report concludes with a discussion of the research necessary to transform the prototype model into a fully developed analytic tool for federal educational policy analysis. (Author)


This report presents an overview of the results of an initial research effort in the development of a comprehensive national planning model for higher education. The design of the prototype model discussed in this report is based on existing or derivable institutional and student data and is designed to permit prototype planning studies to examine the impact of alternative federal programs on accessibility and, to a lesser extent, on institutional viability. The prototype model will assist primarily in identifying high-payoff areas for future research on a comprehensive planning model and additional data requirements of such a model. (Author)


A program review of Illinois' public junior college system was conducted. Two thousand students, teachers and administrators on 19 campuses were surveyed. Findings in these areas are discussed: (1) the baccalaureate-transfer mission--Junior colleges are not sufficiently screening applicants for such programs. (2) occupational education mission--Many programs and services are not adequately matched to manpower and student needs. (3) developmental remedial mission--At some colleges students who need remedial help are not sought out;
remedial programs are often unsatisfactory. (4) general studies and community service—Older and younger students are being served, but the quality of community service programs varies greatly. (5) Accessibility—Accessibility through public relations, housing, and scheduling are generally adequate, but financial aid is limited. (6) counseling—Student-counselor ratios vary widely. (7) faculty unionization—Some union contracts constrain experimentation and innovation. (8) management and facilities—Executive personnel and Finances are frequently not handled well. (9) Illinois Junior College Board—Staff should be reorganized and enlarged. (10) academic effectiveness and administrative quality—Productivity of facilities and personnel and institutional research must be improved. (11) interdistrict cooperation and Statewide coordination—Some impediments here can be remedied through legislation. (12) State structure, present and future—Lines of authority are diffuse. (KM)

Kirkland, S.-A. (1973). Architectural Barriers to the Physically Disabled: 87. Presented is evidence on the increasing need to plan for the accommodation of the physically handicapped in the design and construction of present and future public buildings and transportation facilities in Canada. Terms such as "architectural barriers" and "disability" are defined. Statistics on disability incidence in Canada (one out of seven persons) are presented and reasons for the increase such as improved medical care and motor vehicle accidents are suggested. Psychological effects of architectural barriers are seen to include an increased sense of isolation and dependency. Recreation is thought to play an important role in the social life of the handicapped and to require more accessible facilities. Negative effects of architectural barriers on the economy are illustrated by hospital and housing costs and employment cost benefit figures for vocational education. Existing legislation on architectural barriers in Canada, Britain, and the United States is summarized and critiqued. A survey of public and private transportation problems of the physically disabled is reported. The major recommendation of the report is the need for a government affiliated coordinating authority with functions such as revising relevant legislative standards, conducting cost feasibility studies on elimination of architectural barriers, serving as a central source of information, and counseling individuals and organizations on accessibility features. Appended are a bibliography of 121 items and examples of pertinent forms. (DB)

Robertson, J. M. (1973). Facilities Evaluation in Vocational and Technical Education: 27. In the first section of this review the author describes the purpose of vocational education facilities, gives his own definition of the term, and discusses assumptions and guidelines for the evaluation of such a facility. The second section outlines the roles and responsibilities of those who should be involved in evaluation of facilities. The determination of
educational needs as part of evaluation for facilities and evaluation of facilities form the third and fourth sections. Legal and safety considerations (with special reference to accessibility to the handicapped and disadvantaged), extending the facility, sources of assistance, and a summary make up the remainder of the document. A 33-item bibliography is included. (For comparison documents covering evaluation of Programs, Personnel, and Students in Vocational and Technical Education, see CE 000 990, CE 001 133, and CE 001 153 respectively.) (KP)

Rondeau, J. (1973). The Student of the 70s in a Changing University: 136. The general theme of this conference report relates to the concerns and interests of students and how those concerns and interests are perceived and assessed by others. Topics discussed are: (1) the role of the Association of Colleges and Universities of Canada (AAUC) to keep its member institutions aware of what is taking place across the land, and to anticipate trends; (2) the lack of a public image of the university student of the 1970's; (3) the objectives of the Open University in Britain and how far the objectives could be realized or the system transferred to other countries; (4) questions about accessibility and equal opportunity; (5) the amount of the contribution that the student should make to the cost of his education and the amount of contribution that the government should make; (6) enrollment fluctuations and patterns for the future; and (7) student expectations and needs. (Author/KE)

The purpose of this study was to experiment with educational cognitive style as a vehicle for providing information to be used to personalize the instruction of ninth-grade biology students. Employed in the study was a conceptual framework called the "Educational Sciences" (as utilized at Oakland Community College in Michigan) which includes the Educational Science of Cognitive Style (a means of diagnosing student methods of obtaining meaning and planning educational experiences based on them). Cognitive style elements were used to fashion educational programs based on the students' cognitive style profiles. A sample of ninth-grade biology students was drawn on the basis of accessibility and divided according to the letter-grade categories. Cognitive style maps were then determined using the instrumentalities mentioned. Collective cognitive style profiles were ascertained for each letter grade category. The data were analyzed for clues about personalizing instruction. The study's findings indicated: (1) it was possible to map cognitive style profiles of individual students; (2) collective cognitive style profiles could be ascertained for students in certain letter grade categories; and (3) clues for personalizing instruction were apparent. (Author/LS)

Educational development requires management, which is basically decision-making based upon information. Information must be processed, involving movement from its source, analysis, transmission, storage, retrieval, summarization, transformation, and reporting. The regulation of this process is the purview of the information management system (IMS), an essential ingredient of educational development. The characteristics of an effective IMS are: relevancy, timeliness, accuracy, comprehensiveness, conciseness, accessibility, and inexpensiveness. Difficulties involved in establishing an IMS in educational development projects stem from the high costs involved, the lack of a stable setting in which to place the system, the changing needs for information, and the danger of inundation by information overload. Such a system is possible, however, if developers: 1) select the decisions which need to be made; 2) identify the needed information and its sources; 3) choose the proper means of information processing; 4) estimate costs and curtail the system to match cost constraints; and 5) implement and revise the system. (PB)


In response to requests from Texas institutions of higher education to establish additional legal education programs, the Coordinating Board, Texas College and University System in October 1972, appointed two groups to undertake a cooperative study to assist in determining whether or not additional opportunities for legal education were needed in Texas and, if so, how that need could best be met. The four broad questions posed to committee were: (1) Is there a need for more opportunities for legal education? (2) Does the State of Texas have need for more practicing attorneys and/or legally-trained persons? (3) What are the employment opportunities for persons with legal education; and (4) What is the present cost of legal education and what would be the projected costs to the State for the expansion of legal education? To answer the broad questions the Coordinating Board had asked, the committee embarked on two major independent studies: (1) to determine how many qualified Texas residents are seeking admission to Texas law schools only to be denied, and (2) to determine the employment opportunities for graduates of Texas law schools, as perceived by members of Texas law firms. The committee also studies: costs of setting up law libraries, costs of law school facilities, status of parttime legal education, law courses offered outside law schools, and accessibility of legal assistance to the poor and the middle class. (Author/PG)


A focal point of recent mass communication research has been the influence on public accessibility to political information, the "agenda
setting" function of the media. This function was tested during the Kentucky gubernatorial election and the Lexington, Kentucky, mayoral election in November 1971. The specific hypothesis postulated that public identification of important issues in the campaigns would reflect the amount of media coverage devoted to these issues and that this effect would be strongest for those people with the least education and least interest in the campaign. Respondents selected at random from the Lexington telephone directory were asked what they believed were the major issues of the campaigns. Resulting data supplied as much evidence that the media reflect public concern as that the public is influenced by media coverage. Correlations between educational levels or campaign interest and media coverage of issues could not be established. (CH)

Uehling, B. S. (1973). Women and the Psychology of Management: 7. Attitudes of others toward women in management and the attitudes of women managers themselves are discussed. Research concludes: (1) Employers may be reluctant to place women in managerial positions, but internal constraints on women such as lack of motivation, fear of success or possession of personality characteristics incompatible with the assumption of managerial positions may limit access. (2) Accessibility is restricted by type of industry, type of job in industry, and attitudes of management towards women. (3) In elementary and secondary schools, the only factor having any significance for hiring was sex. (4) Accessibility to positions of leadership may be further limited by lack of appropriate role models or lack of identification with available role models. (5) Accessibility may be limited by self-defeating attitudes of women. (MJM)

Walkmeyer, J. (1973). Planning Alternative Organizational Frameworks For a Large Scale Educational Telecommunications System Served by Fixed/Broadcast Satellites. Memorandum Number 73/3: 120. Considerations relating to the design of organizational structures for development and control of large scale educational telecommunications systems using satellites are explored. The first part of the document deals with four issues of system-wide concern. The first is user accessibility to the system, including proximity to entry points, ability to pay, permission to use facilities, and control over use. Next, integration and control of the system's components by private or public agencies are considered. Third, the matter of equipment control is covered. Fourth, the question of what developmental initiatives are needed in order to move from concept to action is dealt with. Four issues relating to specific system components are included in the second part of the report. These are the sources of software programing, software storage, the means of its transmission, and the matter of local and regional distribution. Also treated are the social consequences of educational networking. (Author/PB)

Model for Analysis of Accessibility to Higher Education: 98.

This report presents the prototype software resulting from an initial research effort in the development of a comprehensive national planning model for higher education. The software for the prototype model requires as input existing or derivable institutional and student data and is designed to permit prototype planning studies to examine the impact of alternative federal programs on accessibility and, to a lesser extent, on institutional viability. The model also will assist in identifying high-payoff areas for future research on a comprehensive planning model and additional data requirements of such a model. The model software is written in ANS FORTRAN for use on a C.D.C. 6400 computer and requires 30K 60-bit words and utilizes two 50K random access data storage files. The design provides for interactive or batch modifications to the data files, remote batch processing with interrogation summary reports, and batch listing of detailed output information. (Author)


This document stresses the increasing awareness in higher education of the impact student/environment transactions have upon the quality of educational life and details a model and design process for creating a better fit between educational environments and students. The ecosystem model uses an interdisciplinary approach for the make-up of its design personnel and design process. It requires input, accessibility, and collaboration from all elements of the university. It requires clarity of educational values and objectives, in addition to a consistent monitoring of values and objectives and of causes and effects in student/environment transactions. For related documents concerning mental health on campus, see HE 004 815, HE 004 816, HE 004 828, HE 004 829, and HE 004 830. (Author)


This study attempted to determine the factors and procedures used by school administrators and school boards in Bucks and Montgomery Counties, Pennsylvania, when school sites were selected and developed; as well as to find the extent to which these sites were being utilized by school and community groups. Specifically, the study strove to determine which of 25 preestablished site selection factors an administrator uses when considering a site for purchase; to what extent (1) educational specifications concerning future site utilization are written and implemented, (2) local citizens participate as resource people in site selection and development, (3) plans are written for site development, and (4) various sources of funds for initial site development are used; and to what extent sites are used for the daily instructional program, school recreational and athletic programs, and by the community. Two
questionnaires were devised to gather information for the research. Sites included in the study were identified by a thorough search of all nontaxable property records located in each county court house. Site selection factors found to be most important include location, accessibility, availability, size, educational adaptability, utilities available, cost of land, site development, public services, and topography. (Author/DN)

Cashdan, A. E. and E. E. Grugeon (1972). Language in Education: A Source Book: 254. This collection of essays is concerned with the relationships between language and education. It is intended to be used in an undergraduate course but may also be used by many others interested in language in an educational context. A variety of approaches to the subject are considered, including the philosophical, psychological, sociological, linguistic, and literary. The readings have been selected on the basis of their representativeness and accessibility in terms of the main disciplines involved, their relevance to education in general and their relevance to the students enrolled in this course. The book begins with two essays by philosophers on the topics of language and society and the problems of language usage. Subsequent parts of the book consider (1) language as system and as behavior; (2) language and social reality; (3) social relationships and language codes; (4) language in the classroom; (5) language acquisition; (6) language deprivation and its educational implications; (7) language and values; and (8) language and literature. (Author/DI)

Curtis, D. V. and J. F. Wartgow (1972). Evaluating Nontraditional Higher Education. A New Perspective: 12. The objective of this paper is to identify the components of an assessment model that are applicable to the new institutions in higher education that are identifying themselves as being innovative or nontraditional. The emphasis is on the new institutions for several reasons. First, the new institutions are under greater pressure to justify their existence and their different ways of doing things than are more established institutions; second, one of the characteristics of most new institutions is a commitment to evaluate and assess; third, while there is a general similarity among the new institutions, as a group they are quite different from traditional institutions and traditional means of evaluation often do not apply. The components of the assessment model through which nontraditional institutions are to be evaluated come under the five general headings accessibility, flexibility, personalization, synthesis, and efficacy of resources. (Author/HS)

conference to consider the role of professional nursing in relation to health maintenance organizations (HMOs) as one possible way to improve health care delivery. Emphasis is placed on strategies underlying the HMO concept and reviewing and extending understanding of factors which influence accessibility to and effective delivery of health care. Implications for nursing service and nursing education in a variety of settings are considered. Included in the document are: five presentations on these themes; participants' responses to a pretest and a posttest on concepts of HMOs; five group work reports discussing the conference themes; and several pages of questions for and answers from group work as developed by individual enrollees. Faculty, speakers, guests, and conferees are listed. (AJ)


The function of schooling on different levels in the direction of the processes of social mobility which influence the development of rural areas in Poland were studied during 1967-71. Data was collected by means of a network of 35 permanent teacher correspondents, as well as 2 field stations which were operated for 3 years in 2 investigated villages. The areas for which information was provided included attendance of rural youth in various types of schools; dropouts in the rural areas; the level of pupil's knowledge and ability; and schooling retardation and its effects on unequal educational opportunity. Selected conclusions only were presented in this report since reports of the research as a whole are to be published in book form. Trends indicated by the research include the need to (1) strengthen rural schools by eliminating their present dispersion and by opening new, more centralized networks based on bussing, (2) strengthen the rural teaching personnel by raising qualifications and specialization, (3) introduce gradually universal secondary education in city and country, (4) improve the system of student selection, and (5) modernize teaching methods. (PS)


The outgrowth of a project effort to foster in youth an awareness of the world of work, this catalog contains descriptive annotations and price lists for filmstrips, records, cassettes, microfiche, transparencies, 16 mm films, books, magazines, slides, video tapes, self-instructional devices, and prints. Presented in coded form for easy accessibility, the materials were designed to be used on the elementary, junior high, senior high, and post-secondary level. (SN)

The objective of this cataloging manual is to recommend specific methods for cataloging audiovisual materials for use in individual school media centers. The following types of audiovisual aids are included: educational games, filmstrips, flat graphics, kits, models, motion pictures, realia, records, slides, sound filmstrips, tapes, transparencies, and videotapes. The definition, cataloging, processing, housing, circulation and care of each is discussed. The two basic principles which were applied to this manual are: (1) instructional materials should be centralized, organized and administered for the maximum accessibility and use by students and teachers, and (2) the most important consideration in organizing materials is the content not the form. (SJ)

This document presents the results of an extensive study whose ultimate purpose was to identify the aggregate perceived values, needs, and aspirations of the total postsecondary nonuniversity student population in the Province of Alberta. It describes in considerable detail the needs and motivations of various groups of students enrolled in a variety of postsecondary, nonuniversity educational institutions. In doing so, the monograph also evaluates the degree of accessibility of colleges to different strata of people and the perceptions that students have with regard to the services being provided. (Author/HS)

In order to determine the information services provided by state information agencies, a telephone survey was conducted with representatives from 50 state agencies, Washington, D.C., and Puerto Rico. The survey solicited data regarding: (1) the comprehensiveness of each agency's Educational Resources Information Center (ERIC) microfiche collection, (2) whether or not manual and/or computer searches of the ERIC document base were provided, (3) the availability of microfiche readers and related equipment, (4) accessibility to the public of each agency's library collection, and (5) availability of ERIC microfiche and hard copy reproduction. Included in this compilation are the results of the survey, along with information profiles containing a listing by state of microfiche collection locations, computer software installations, and the names and address of the directors and service provided by selected state information dissemination agencies. (SB)

Developed by the Authentic Basic Life-Centered Education Model Program (ABLE), the teacher's guide to the development, production and direction of elementary school career education projects offers flexible
guidelines rather than a "script" or kit. It suggests that major themes emphasize concern for values and careers as dimensions for human fulfillment. Three dimensions of an organizing center are suggested: accessibility of resources, mobility, and accomplishment. The development of inquiring skills can be accomplished through interviews and interaction between children and resource people. Another instrument suggested for guiding career development is a biographical information system that offers systematic cataloging of career development items, an efficient storage and retrieval system, and a guidance catalog. Emphasizing the pivoted role of the teacher, the booklet acknowledges that total community involvement is necessary to a successful career education program. A list of materials available from the ABLE Model Program concludes the document. (MW)

Southern Regional Education Board Atlanta GA.[IEE81377] (1972). Expanding Postsecondary Educational Opportunity: Progress and Prospect. Number 3: 8. This edition of "Issues in Higher Education" discusses the status of access to postsecondary education in the South in the period 1958-1972 and future directions to be considered in improving educational opportunities. In determining the direction that postsecondary education is to take within the current decade and beyond, several key questions are asked and answered: (1) How does one define and measure postsecondary education accessibility? (2) Is higher education more accessible in the South now than 10 or 15 years ago? (3) What inequities exist in accessibility? (4) What policy alternatives exist if one is to attempt to increase the accessibility of postsecondary education? These questions are dealt with in this publication. (Author/HS)


The present study attempts to determine the effect of geographic accessibility of a college on the proportion of high school graduates continuing their education beyond school. Specifically, the study asks not only if communities possessing a college send larger proportions of their high school graduates to college than do communities lacking a local college, but also whether these proportions are differentially affected by different kinds of local postsecondary institutions. Since attention is focused on the variant behavior of different types of individuals as defined by sex, ability, and socio-economic background, college accessibility as defined here is not merely an ecological variable but is considered to be a distribution of educational opportunity over socio-economic space. Findings are presented in this document. (Author/HS)


This document presents a comprehensive review of undergraduate
student aid programs at provincially assisted universities in Ontario, with emphasis on accessibility to higher education. It was the purpose of the Subcommittee on Student Aid to determine the best means of financial support to students that would best benefit all persons seeking postsecondary education. Loan programs, it was found, are often a barrier to higher education for persons from low economic backgrounds. These persons would prefer to have no education at all if it means going into great debt. Thus, the subcommittee recommends a financial aid policy that would call for those with the ability to pay for their educations to do so and for those unable to pay, a scholarship program that would not have to be fully repaid. (HS)

Ferrin, R. I. (1971). A Decade of Change in Free-Access Higher Education: 81. This report deals primarily with equality of opportunity, specifically with the extent to which institutions of higher education have been made accessible to various populations over the past decade. The investigation is based on data from a national demographic analysis of people living within commuting distance of the inexpensive, nonselective institution in Fall 1968 (Willingham, 1970). Chapter I discusses financial, academic, motivational, and geographical barriers to access. Chapter 2 describes the shift toward inaccessibility by established institutions and the growth of new accessible colleges. Chapter 3 analyzes the effects of such changes on various geographical populations. Chapter 4 analyzes the impact of several specific factors on accessibility. Chapter 5 summarizes key developments of the 1960s and suggests their possible implications for the 1970s. (JS)


This is the first of four planned publications based on the results of a national survey concerned with furthering understanding of enrollees in junior college occupational programs. The primary sources of data were approximately 5,000 students in vocational technical programs at 60 different public, community-junior colleges. Questionnaire data were gathered on students' personal and background characteristics, experiences, and perceptions. Where possible and meaningful, the findings were compared with those reported on other groups of student. In addition to contributing to the limited data pool on junior college vocational students, the study offers recommendations pertaining to the following areas: (1) increasing the extent to which post-secondary occupational education will have broader societal exposure, a more positive evaluation, and greater student accessibility, (2) the vital role played by guidance and counseling personnel, (3) the danger of applying stereotypical definitions to vocational students, (4) need for broader training programs, and (5) directions for future research. (Author/JS)

Non-book materials are becoming more and more valued by educators as important resources, to be as readily accessible to teachers and learners as books are--however, the ready accessibility of a document presupposes the existence of an effective information system. This working paper provides a detailed discussion and report on the bibliographic control of non-book educational materials in the United Kingdom and offers a first step in building an effective information service. A first part defines the nature of non-book educational materials covered in the report, while the second part provides a detailed discussion of the present situation of non-book material accessibility. The third part provides a careful and complete presentation of the likely future situation and needs which may arise. Important points are summarized in a concluding section. (SH)


This is a progress report on the first 6 months activity of the Commission on Non-Traditional Study which was established: 1) to examine all aspects of non-traditional postsecondary education, including the external degree, now in operation or being planned; 2) to evaluate the desirability and feasibility of such study; 3) to identify the inadequacies in current data necessary for intelligent decision making and to press for correction of such inadequacies; 4) to make recommendations for creating whatever additional machinery seems appropriate to strengthening the guarantees of quality in these forms of education; 5) to explore the possibility of additional experimental models; and 6) to assure easy accessibility to the large body of information that is presently unsystematized. The Commission has found great interest in non-traditional education, although the term is difficult to define accurately, and the subject matter for non-traditional study is still largely unexplored. Some conclusions are that the philosophy of full opportunity in education should be fostered, that changes should be made by an evolutionary process rather than by radical upheaval, and that special attention should be paid to counseling and guidance for the potential student. More data gathering and other research are necessary and special agencies should be created to deal with accreditation and non-traditional curricula. (MBM)


The families served in the Cornell-OEO Project in South Brooklyn are described from three points of view: on a one-to-one basis, as selected subgroups, and in terms of educational work with groups. The one-to-one
approach was used most. Demographic data for those served this way include family size, ethnic characteristics, residence location, welfare status, sex of household head, and employment status. A three-level typology based on family problem loads was developed. Thumbnail sketches of 75 families representing the three levels are given. The families were divided into subgroups with unique service needs as elderly, one-visit, and prolonged service. Workshops were held in both formal and informal sessions which formed a significant part of the project activity. Critical factors in their success were personal contact, relevance of content, accessibility, and provision of child care. (MS)

This book describes models to coordinate student characteristics with educational environments, and describes how teachers can be trained to provide such environments. It is divided into five chapters. Chapter I discusses general characteristics of matching models, objectives, characteristics of the person, characteristics of the environment, and nature of the person-environment interaction, and describes three specific examples of matching models. Chapter II describes the rationale and nature of an early version of a matching model, based on work during 1960-65, and gives an example of its application. Chapter III describes a conceptual level matching model, which improves on the model in Chapter II, and describes several matching studies conducted in schools. Chapter IV analyzes the skills required by teachers who apply differential procedures. It then suggests the implications of the skill analysis model for planning training programs. Chapter V extends the model in Chapter IV to include "accessibility characteristics," and thus deals with both the form and content of teacher training programs. (Author/RT)

Suggestions are given for involving working class adults in various forms of adult education. The material is derived from practical experience of the Workers' Educational Association (W.E.A.) and the Institute of Extension Studies in Liverpool, where experimental methods were developed for involving the working class communities in central Liverpool in adult education. It is shown that the W.E.A. is uniquely placed to make a major contribution in this field, because of its national organization and its network of tutors and branches, but that it must recognize the need for new flexibility and accessibility and a decision about priorities, as well as cooperation between W.E.A. branches, local education authorities, and universities. (CL)

Accessibility to the content of a curriculum materials collection is primarily determined by the simplicity of the classification scheme used to organize the materials in the collection. The classification system utilized to organize such a collection should structure and arrange materials in such a fashion that the patrons can serve themselves with ease. In order to provide the patron with maximum independence and freedom when dealing with the materials in question, it is necessary to provide both open shelving, thereby allowing browsing, and a properly constructed card catalog that affords a more direct means of access to the materials in the collection. This paper presents a classification schedule which may be utilized to organize the printed materials found in a curriculum laboratory. The schedule is designed to provide the user with maximum ease of access to the materials contained in the collection and relieves the curriculum librarian of many of the clerical routines common to the processing of new materials. The summary includes general recommendations for the application of the schedule and suggestions relating to the organization and administration of the entire collection of printed curriculum materials. (Author/NH)


One hundred and eleven annotated bibliographic citations of books, including a few journals, on Japan published between 1941 and 1971 comprise this reading guide designed to meet the needs and adaptation of smaller libraries in schools, towns, and cities. Intended for serious beginning students or casual readers, it offers a broad scope of recent information. Having more than passing value, it is for use as a selection tool by librarians. The fourteen sections are classified by subject: Reference; Geography; Social Life and Conditions; Education; Government, Politics, and Law; Economics; Religion and Thought; Language; Literature; Drama; Arts; Biography; History; and Journals; each section arranged alphabetically by author. Complete citations are included. In the selection process emphasis was placed upon accessibility of books. Listings marked with an asterisk are available in a paperback edition. (Author/SJM)


The University of North Carolina at Greensboro charged a committee with studying the needs of the university for special instructional media, surveying its existing resources in this area, and recommending a plan for coordination of use of instructional media. By and large, departments agreed that maintenance of existing equipment was an immediate problem. Also, faculty and students basically believed in the need for a campus film library, readily-available audiovisual equipment, and training in the use of media. Although a central facility was thought desirable by
many, others feared that it would reduce accessibility and promote bureaucracy. The committee recommended that a coordinating agency for media services be established. Its functions would include: coordination of media services, equipment maintenance services, provision of hardware/software collections, consultant services and instructional development, production services, and telecommunication services. These programs would be implemented in three phases. Tentative budgets and survey questionnaires are included. (JK)


Informal inquiries were directed to nine community colleges that have had to plan a new campus in order to determine the variables affecting the impact of the new campus on the existing one. Information obtained is to be applied to the analysis of the impact of the proposed Clinton campus of Prince George's Community College (Maryland) on the existing campus at Largo. Of particular interest is the way enrollments at Clinton can be expected to affect enrollment patterns at Largo. The influential variables emerging from the inquiries were: (1) proximity to a reference population, (2) accessibility of each campus, (3) the plan for scheduling programs and (more importantly) courses, and (4) the specialization intended to apply to each campus. Enrollment patterns at a multicampus school apparently are not entirely dependent on the vagaries of the student but depend in part on the educational program at the new campus. Certain institutions surveyed also indicated that an initial dip in enrollments at the existing campus possibly may occur. (KM)


The primary purposes of the surveys contained in this document are: (1) to identify those areas in which research is being conducted in Canada; (2) to make available to interested persons an up-to-date compilation of adult education research in Canada; (3) to increase the accessibility, and widen the usability, of adult education research; (4) to identify those persons (and organizations) who are conducting and/or sponsoring research in the broad area of adult education in Canada; (5) to help establish coordination of the research in adult education; and (6) to encourage further research in adult education. "Degree research" refers to work being done as a requirement for a degree. Studies are reported in the language, French or English, in which they were submitted. This publication reports 32 completed and 64 in-progress non-degree studies and 28 completed and 29 in-progress degree research studies which have been active during the 1970 calendar year. Appendices summarize the
The 20th Annual Legislative Work Conference of the Southern Regional Education Board provided participants with an opportunity to hear and discuss specific proposals for change in higher education. The participants considered the relationship between manpower needs and postsecondary educational opportunity and the kinds of students who attend various institutions and why. The papers included in this report are: "Perspectives on Manpower and Education in the South," by Eli Ginzberg; "Accessibility to Higher Education: Who Gets in and Why?" by Alexander Astin; "Non-Military National Service and its Impact on Higher Education," by Steven Muller; "Less Time, More Options," by Clark Kerr; "The New Depression in Higher Education: The Growing Crisis and Ways to Resolve it," by Earl F. Cheit; and "Reflections on Education and Government," by Governor Jimmy Carter. Also included are responses by other State officials, and a roster of delegates. (AF)

A study was conducted on how county Extension agents decide whether or not to seek a postgraduate degree. Using questionnaires completed by 774 agents, the study obtained background data and investigated economic perceptions (cost effectiveness) of an advanced degree, personal factors seen as influencing degree decisions, and attitudes toward the influence of administrative superiors. Relevant factors included improved competence, prestige, formal study difficulties, economic gain and sacrifice, better job opportunities, "revitalization" leave, accessibility of graduate school, and support by peers and supervisors. Agents without advanced degrees related decisions positively to administrator persuasion, better job opportunities, and improved competence; negatively, to economic sacrifice and formal school difficulty. Agents with advanced degrees stressed competence and job opportunities. Younger agents noted many concerns, while older agents responded only to administrator persuasion. Based on these and other findings, several conclusions were reached: the kind of decision making described is complex; adult education administrators can and do influence such decisions; adult educators measure the cost effectiveness of advanced degrees quite accurately and are influenced thereby; and they seem to treat their decision as basically an individual problem. (LY)
Annual reports of two federal education programs for FY 1970 comprise this document: Title II of the Elementary and Secondary Education Act and Title III of the National Defense Education Act. Both reports describe how the 50 states, the District of Columbia, Puerto Rico, Guam, American Samoa, the Virgin Islands, the Trust Territory of the Pacific Islands, the Department of the Interior (for schools operated by its Bureau of Indian Affairs), and the Department of Defense (for overseas dependents' schools) utilized their program funds. Areas covered in the first report include standards for instructional materials, selection of materials, effect on curriculum and teaching methods, special-purpose grants, special programs, program evaluation, state and local needs for instructional materials and management, improved management techniques, accessibility of loaned materials, coordination with other programs, participation by private school teachers and children, and staffing and staff development. The major sections of the second report delineate state education agency services to local education agencies, priorities, coordination with other programs, reimbursement and adequacy of equipment and materials, evidence of improved instruction (instructional patterns/techniques, curriculum, student achievement), evaluation, and data on fund sources and expenditures. Both reports provide supportive statistics. (JD)

This paper proposes a new kind of educational institution, the Human Services Institute (HSI), which would offer an action oriented work-study program of flexible duration to prepare young people for professions in the human services such as health, education, welfare, law, guidance, social work, therapy, urban planning, and public service. Such institutions would provide a solution to many of the problems facing higher education today—problems of accessibility, effectiveness, homogeneity, rigidity, credentials, and social isolation—and become catalysts for social change. The HSI is based on the belief that traditional professional training fails to foster an interest in human service, to relate courses to practical work, or to involve students in academic decision making regarding their own careers. The work-study program of the HSI would offer an intensive field experience complementary to academic studies, make a BA available in 2 years, and provide a broad curriculum. The paper discusses the HSI's program, objectives, prospective students and faculty, evaluation and certification procedures, and relationship with traditional graduate schools. (JS)

This document presents reports from the individual universities of Ontario on policies of undergraduate student aid and accessibility to the
universities during the academic year 1969-70. In addition, it presents recommendations from the universities as to how student aid policies might be improved to increase equality of access. (HS)


The report of Task Force I deals with the needs for higher education in Connecticut arising out of current and projected socioeconomic conditions. The orientation of the Task Force was that some form of post-secondary education should be available to all students to the extent that they might benefit from such education, and that economic and geographic factors should not inhibit a student's entry into an institution of higher education. The recommendations reflect this orientation. Section I of the report discusses the problems facing higher education, particularly student unrest and the causes of student frustration. Section II deals with the socioeconomic factors that determine how current needs are being served and what new demands may develop during the next decade. The factors considered are: (1) population, including numbers, density, age, ethnic and racial characteristics, education and personal income; (2) economy, including projected manpower needs; and (3) accessibility to the state's institutions of higher education. Section III deals with enrollment trends in the different types of institutions of higher education, and Section IV discusses the 22 recommendations. The last section reviews the causes of student unrest and suggests appropriate responses. (AF)


Chapter I of this report on private higher education in Tennessee presents a brief review of the scope and variety of higher education in the state, focusing on the enrollment picture in the public and private sectors and noting that the percentage of students served by the private colleges has been declining in the last years. Chapter II discusses the special contribution of the private sector: to greater intellectual freedom, and providing a wider choice for students, close personal relationships among members of the academic community, and accessibility to higher education where public education was not available. Chapter III deals with the economic importance of the private colleges and universities in terms of enrollment, expenditures, and physical and manpower resources. Chapter IV discusses the financial future of private higher education, and concludes that it is in serious financial trouble with rising costs and declining student enrollment. Chapter V examines some of the measures taken by other states to help private institutions; and Chapter VI discusses some choices for Tennessee and suggests that the State should consider programs for the support of private higher education, while increasing support for public higher education, and that private higher education
should continue to participate in the state's long-range planning task. (AF)

This report was prepared as a background paper for a national study of changes in the accessibility of higher education fromm 1958 to 1968. It outlines four major barriers to higher education: the financial, the academic, the motivational, and the geographic. Efforts to reduce these barriers have included (1) the creation of junior colleges; (2) federal, state, and private scholarship and loan programs; (3) special college preparatory programs; (4) comprehensive talent search programs; (5) modification of admission requirements; and (6) the creation of new colleges or the extension of old ones. The study concludes that these measures have been only partially successful toward attaining a goal of universal higher education because of the magnitude and complexity of the problem. The issues are well known, the objectives clear, but the existing measures are inadequate. There is a 7 page bibliography. (Author/AF)

The narrative portion of Chapter I identifies the study population as "those disabled disadvantaged who reside in areas where there are limitations and a lack of accessibility to both medical and vocational diagnostic and treatment facilities, vocational training or school facilities, public and private social service agencies and personnel, and employment opportunities." Disability is defined as "a physical or mental condition which materially limits, contributes to limiting or, if not corrected, will probably result in limiting an individual's activities or functioning." As discussed in Chapter II, some of the major problems relevant to providing rehabilitation services to the rural disabled disadvantaged are administrative concerns such as limitations in staff, monies, and medical resources; agency shortages; lack of remedial services; paucity of on-the-job training opportunities; transportation and housing limitations; lack of educational and employment opportunities; and client and counselor attitudinal barriers. Chapter III discusses techniques in the delivery of services to the rural disabled; one such technique is utilization of existing agents and agencies within the rural setting: state agricultural extension services, state employment agencies, community action programs, Veterans' Administration, and public health departments. Among the selected projects and programs discussed are those attempting to overcome such barriers as transportation difficulties, lack of facilities and professional personnel, and isolation. References, selected readings, and an annotated bibliography are appended. (JB)

Data were gathered by mail questionnaire from 230 of the 289 teacher educators and state supervisors in seven states to investigate factors influencing the utilization of information for problem solving in vocational and technical education. Data were treated through a description of the sample, the method of paired comparisons, analysis of contingency tables, and multiple linear regression. Teacher educators were more likely than state supervisors to use research-oriented literature and search impersonal sources of information. State supervisors were more likely than teacher educators to use guidebooks and summaries and interpretations of research, and consult with associates within their organization. Both groups tended to conduct their own literature search, read summaries and interpretations of research, utilize materials from educational institutions, use a library within their organization, and consult with personal sources in problem resolution. The factors of accessibility, ease of use, and degree of experience were positively correlated with frequency of literature source selection. Accessibility appeared to be the most potent variable for prediction of literature source utilization. Technical content was negatively correlated with frequency of use. This Ph.D. dissertation was submitted to The Ohio State University. (DM)


Project Man’s Environment was organized in 1969 to establish a basis for the development of environmental education in the school curricula. Pilot surveys were conducted by the NEA Research Division and a nationwide survey was conducted of public school programs in environmental, conservation, and outdoor education for systems enrolling 1,000 or more students. This report presents survey results in six major sections. An initial survey overview section is followed by five sections providing the following detailed findings: (1) the emphases and purposes of programs and the basic statistics related to their scope; (2) each program’s curriculum and activities; (3) the number, size, accessibility, and features of sites as well as the administrative procedures for requisitioning sites for school use; (4) a description of program personnel, and (5) the financing of environmental education programs. A postscript reports briefly on needs for the future development of environmental education. (Author)


Purposes of this project were to organize an operational teaching-learning center at Nevada’s Stewart Indian School and to provide teachers with the required in-service instruction in the use of media and teaching resources. The media center is designed around the theory that inquiry, self-direction, and independent study must be based on a trust in student ability to carry through a self-directed and teacher-directed study program. The in-service
program has 3 major components: (1) the development of basic understanding of media utilization, (2) the conducting of 2 one-day workshops and numerous conferences with individual teachers, and (3) the provision of an intensive 2-week media workshop for selected teachers. Implementation of the media center is discussed in the document in terms of existing facilities, student needs, staff requirements, selection and accessibility of materials, need for cultural enrichment materials, and evaluation. The appendix contains such items as a diagram of facilities, a pupil behavior and attitude checklist, and a bibliography of California and related Indian materials. (LS)

Using a stratified random sample of 12 of Ohio's 88 counties, this 1967 study had as its objectives (1) to measure the level of participation in selected health practices by Ohio's rural residents, (2) to compare the level of participation in selected health practices of farm and rural nonfarm residents, and (3) to examine levels of participation in selected health practices by age, sex, educational attainment, and family size. Dental checkups had the highest level of participation of 5 preventive health measures studied. A total of 30.2% of the respondents had received an x-ray or TB test in the previous 2 years, 1 out of 4 rural people had received tetanus shots in the previous 3 years, 12.6% of the respondents were immunized against measles, and 38% of rural residents had had a complete physical checkup during the previous 2 years. Rural nonfarm families had a higher participation level than farm families in all of the health practices studied with the exception of dental checkups. It was concluded that use of preventive health measures could be increased by improving the accessibility of medical personnel and health facilities in rural areas and by increasing the intensity of educational programs to cause rural people to place a higher priority on preventive health practices. (JH)

The purpose of this study was to describe the degree of accessibility of all higher education institutions in the country and to estimate the proportion of various populations living within commuting distance of those colleges judged easily accessible or free-access institutions. The main idea was to put together an analysis of educational resources and demographic characteristics as one additional way of judging how higher education serves the population. Chapter 1 discusses the new meaning of equal opportunity and the developments of the 1960's that affected college admissions. Chapter 2 describes the procedure with which the degree of accessibility of all colleges was rated with respect to selectivity and cost, and how each free-access college with an appropriate commuting radius was plotted on detailed state maps. Chapter 3 is concerned with the
colleges themselves -- how many and what types there are at each level of accessibility and where they are located. Chapter 4 describes the populations living within commuting distance of the free-access colleges. Chapter 5 describes the accessibility of higher education in each state, and the implication of the state profiles are discussed in Chapter 6. Chapter 7 considers the problem of relevance and suggests a framework for improving relevant educational opportunity. The final chapter summarizes the study. (AF)


The nature of the economy in Connecticut--its changing occupational structure and trends of population growth--and the changing pattern of higher education enrollments, particularly increasing enrollments in technical colleges and in relatively new regional community colleges, indicate the need for increased post-high school educational opportunities. Based on an analysis of employment and enrollment trends and community college objectives, this report presents guidelines for the future development of the regional community college system. Six models for providing college facilities and criteria for establishing new community colleges are detailed. Recommendations for new, expanded, or merged facilities are based on application of the criteria to each community college district. On the basis of first-hand acquaintance of the study team with topography, existing and planned road systems, and other accessibility factors, two areas of location for permanent community college facilities are recommended, and two proposed sites for which legislation has already been enacted are discouraged. An amalgamation of technical colleges with regional community colleges is recommended. Statistical studies of the present community college network, three alternative enrollment projection estimates, and maps are included. (Author/NHM)


These studies were conducted to determine whether the introduction of media services and materials in elementary schools previously without them had significant impact on the instructional programs of the schools. Within each study, information is organized under: (1) community background; (2) school background information that affects the school media program; (3) the instructional program; (4) the media center staff; (5) media center facilities and equipment; (6) materials; (7) expenditure for media center resources; (8) utilization and accessibility of materials; and (9) impact of the media center's program. Based on the reports of the interviewing teams and the responses of principals, media specialists,
teachers and pupils interviewed, a summary makes recommendations for furthering the aims of the program. Appendices provide lists of popular material and a list of books in use which were published before 1960. (JY)


Eight elementary high schools in New York, North Carolina, Oregon, California, and Kansas were awarded $635,253.00 in Federal funds to develop demonstration media programs. This stimulated, directly and indirectly, additional professional and clerical media personnel, provision of new media services at the school district level, increased school district budgets for media programs, improved facilities for school media centers, improved accessibility of materials and services, provision of new kinds of materials, and provision of materials production centers and electronic information retrieval capabilities. Interviews with students, teachers, media specialists, principals, and visitors showed some degree of positive change in curriculum and instruction, utilization of materials by teachers, school and community attitudes, pupil behavior, and the Media Center Materials Collection itself as a result of the funding. (MM)


Two federal educational programs are covered in this annual report for FY 1969: Title II of the Elementary and Secondary Education Act and Title III of the National Defense Education Act. The first report describes how the 50 states, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Department of the Interior (operating schools for Indian children) utilized Title II funds for the improvement of educational quality and opportunity through increased school library resources, textbooks, and other instructional materials. Also covered are staffing patterns for the first three years of the program, special purpose grants, participation of private school children and teachers, program coordination, accessibility of loaned materials, management activity, school media personnel, staff development, selection of materials, standards for instructional materials, and program evaluation. The second report describes the use of Title III funds to strengthen instruction in science, mathematics, foreign languages, and the humanities and arts through the purchase of equipment and materials, minor remodeling, and through state supervisory and related services. Major topics include priorities, program coordination, adequacy of equipment and reimbursement, improved instructional patterns and teaching techniques, curriculum improvement, student achievement, and program evaluation. (JD)

A New Careers demonstration project (to develop nonprofessional or aide jobs for 150 underprivileged Negro youth in the health, education, and welfare complex in Washington, D.C.) was examined to observe the reaction of professionals who deliver human and social services when indigenous nonprofessionals are employed to work with them. Issues and related questions emerging from this experience are examined in terms of the implications for the delivery of social services. It was expected that nonprofessionals would further professional effectiveness by freeing the professionals to perform those tasks which require a high degree of skill and by improving service accessibility through their link with an alienated population. In most cases supervisory and inservice training needs of the nonprofessional enveloped most of the professional time and energy that might have been utilized in giving increased service. Three central dilemmas relative to the professional role will require more intensive study: (1) dual demand on the professional to deliver more high-quality service and simultaneously become skilled in the art of supervising the nonprofessional; (2) formulation of inservice training policy that arises from the needs of indigenous workers for intensive training and the needs of professionals for retaining; (3) maintenance and/or enhancement of quality of service and also response to the ever-increasing demand for social coverage. (JS)

Hale, I. W. (1969). The Influence of Library Services Upon the Academic Achievement of Twelfth Grade Students at Crestwood Senior High School, Chesapeake, Virginia: 32.

One of the biggest problems in education is that of showing the necessity for the provision of library services and demonstrating the difference it makes in academic achievement. An even bigger difficulty, perhaps, has been the existence and application of instruments capable of giving statistical evidence. The problem of this study was to determine if library services, meaning of orientation, extent, use, and accessibility of books, materials, equipment and services by a qualified librarian, would produce a measurable increase in academic achievement over that of students who are not exposed to similar resources. The investigation involved two groups of twelfth grade students. One group used extensive library services with independent study under a librarian's supervision; in the other group library services were incidental. Comparing College Verbal Scholastic Aptitude Test scores for each group before and after the study, it is evident that academic achievement can accrue when students are exposed to library services. (Author/SG)

Planning and Establishing a New Urban Junior College: 121.

In December 1968, several national authorities met to discuss plans for
the Tulsa Junior College and the problems that confront new, lay boards.
Edmund J. Gleazer covered the role, growth, and future of junior colleges
in general. B. Lamar Johnson spoke on junior colleges as they have
evolved over several decades and specified five points as guides for
Tulsa. In a second address, he emphasized that Tulsa, while
comprehensive, must also be a model of the ideal, respective to
innovation and improvement. B. J. Priest reviewed the kinds of leadership
needed for an operational community college, especially in the urban
area. J. W. Hobson examined the complexities of establishing a new
college, identified steps in the process, and charted administrative,
academic, physical, and financial structures. His second address stressed
the need for sound planning, with examples of fiscal and physical
requirements. D. M. Knoell discussed the responses of the urban college
to the critical needs of both youth and adults for education beyond high
school, and the acute problems of program relevance, staff preparation,
etc. J. W. Fordyce outlined special considerations of a student-oriented
college (physical, philosophical, curricular, personal, and evaluative). S. V.
Martorana reviewed the guiding principles of site selection as related to
educational goals. J. L. Wattenbarger examined site selection in terms of
accessibility, environment, size, shape, topography, access to utilities,
expansion space, cost, and beauty. (HH)


This document is one of a series describing the background, functions,
and utilization of the Regional Information System (RIS), developed by the
Michigan-Ohio Regional Educational Laboratory (MOREL). RIS, which
was developed to improve the accessibility of information for the
educational practitioner, is described in this handbook. The handbook is
also designed to help others plan, develop, and operate information
systems. Included in the handbook are: (1) an introduction to RIS; (2) a
detailed description of the System's two components: the Resource Bank
and the Referral Library; (3) information on installation activities; (4)
discussions of staffing, facilities, costs, the timetable, and evaluation; and
(5) a summary of the evolution of the System. Appendixes include: the
Resource Bank coding scheme, the Association Referral Information
Service (ARIS) coding scheme, a list of suggested materials for a basic
referral library collection, a sample numeric subclassification system,
keyword in Context (KWIC) listings, the MOREL search procedure form, a
sample data sheet, and an annotated list of selected collections of
materials in the MOREL Information Center's information file. (Author/JB)

Emory University. Final Report: 70.
A 3-year research and development grant was obtained in 1966 by Emory University from the U.S. Office of Education to increase the quality and quantity of educational research at the University. Funds were made available to individual faculty members in education and related fields to cover released time, research assistance, clerical assistance, and consultants. Proposals from individuals were reviewed by the R. and D. Committee and acted upon by the Coordinator of Educational Research and 29 individual satellite grants were awarded. (Summaries of these projects, including the amount of the grant, purpose, procedure, and follow-up report, are included.) Faculty members were encouraged to upgrade their research capabilities to a point where they could compete for their own research funds from other sources of funding. Five research grant applications have been submitted, with three more in preparation; four grants totalling $88,782 have been awarded; five publications based on research projects have appeared and six more are planned. A major advantage of the project was the quick accessibility of funds, which facilitated planning and the hiring of assistants; projects could be initiated while major funding was being sought and reinforcing data for applications provided. A continuing program is recommended to provide "underwriting" money and modest research activities, and to insure the continued commitment of the University to educational research. (MBM)

This second volume of a research report on manpower information availability compares alternative sources of manpower data in a poverty area of Philadelphia. The first volume recognizes the need for data, yet it ignores the statistical problems of comparability, comprehensiveness, and accessibility inherent in the agency records which were recommended as data sources. In this volume, both the contributions and the limitations of various data sources are analyzed. By focusing attention upon the data systems of large public agencies, such as educational and law enforcement services, the researchers found a vast quantity of untabulated data. The study reports great similarity between agencies, both in types of data gathered and in problems encountered. This indicates that a good potential exists for interagency cooperation to provide efficiently an improved data system. Volume I of this report is available as VT 011 114 in this issue. (BH)

The purpose of the one-day working conference, held November 12, 1968, was to examine constructively the ways in which the present educational systems must change, the strategies for change already underway, specific steps that can be taken, and by whom, to make health
careers more available to the poor. The accessibility of post-secondary education was singled out because virtually all human services career advancement demands it. The single day’s discussion focused on health occupations as a prototype for human service careers. The conference was made up of persons who could be instrumental in effecting institutional changes to help new careerists. Social Health Technicians and their employees were also represented. (Author)


One of the major highlights of the last quarter was the review of the Center for Occupational Education by a review and evaluation panel from the Bureau of Research, U.S. Office of Education. This in-depth evaluation centered around the various projects and activities as identified by the Center’s goals. Thus, these activities were primarily concerned with (1) increasing the accessibility of occupational education to the individual, (2) the effect of adult basic education on occupational adjustment and acculturation of low literature adults, (3) the development of postsecondary occupational education in the South. Other projects and activities included the application of a program planning and budgeting system to an educational research and development center and the development of a model exemplary program in occupational education for the middle grades. A related document is available as VT 012 941. (Author/JS)


A pilot study was made of the continuing education of physicians on the staff of a private, medium-sized, nonteaching, short-stay general hospital in the Midwest. Among the steps involved were analysis of hospital records, observation of meetings and educational programs, a questionnaire survey, and interviews with physicians as well as selected administrators and related hospital personnel. Internal educational inputs, defined as information transmitted through formal education in the hospital or informal educational contacts between doctors, were evaluated in terms of use, value, and accessibility. Findings included the following: (1) doctors spent an average of 39 hours a month in continuing education (33 for general practitioners, 43 for specialists); (2) reading was the leading method in use, value, and accessibility; (3) the educational influentials were younger specialists who spent more time in continuing education, relied more on written sources of information, participated more in hospital meetings, and attended more formal postgraduate programs sponsored by national medical organizations. An attempt was made to formulate questions for further study of educational influentials and of the
educational interaction of hospital physicians. (author/ly)


The 1948, Arkansas School District Reorganization Act was passed in an effort to reduce the 1589 small school districts to a smaller number. Those districts not consolidated would form county districts. As of the 1967-68 school year, 26 of these county districts remained. The purpose of this study was to provide information drawing attention to the situation existing in these districts. In an effort to initiate improvement of schools in these areas, the study examined the districts in terms of rurality, settlement patterns, spatial accessibility, financial resources and expenditures, quality of school operation, and school performance in terms of the extent to which school-age population enroll in and continue through high school. Comparisons were drawn between the county districts and existing independent school districts within the same county. Since the county districts were small, many of the problems encountered were similar to those experienced by small independent school districts. It was concluded that although consolidation of county with independent districts would not solve all problems of county districts, advantages of student and community participation would outweigh the disadvantages. (DK)

Canadian Inst. for Adult Education Montreal (Quebec).[BBB00255] (1968). Les Centres Residentiels (Residential Centers): 73.

Results of a survey of residential adult education in the Province of Quebec are presented in this report. The existence of widespread financial difficulties is documented, together with a frequent lack of adequate community services and suitable facilities. Chapter I reviews the need of nonprofit groups for residential facilities and indicates the extent of available human and material resources. The next chapter is concerned with general features of residential centers (educational services, administration, accessibility, nonprofit policy, homelike environment), the role of residential centers, and the need for new centers. Finally, in Chapter III, recommendations are laid down for the creation of a new residential center, the maintenance and subsidizing of an existing center (the Institut Cooperatif Desjardins), and provisions (under a special independent committee) for coordinating the work of residential adult education centers in Quebec and promoting their development. Included are ten tables (enrollment data, facilities, programs, sponsorship), questionnaires, religious and secular organizations surveyed, excerpts from the by-laws of L'Institut Canadien d'Education des Adultes and its council and committee rosters. (ly)

The problem here was to create, on 4.5 acres of Lower Manhattan, a junior college to meet the needs of 11,000 full- and part-time students and the urban community. In 1968, educators, business leaders, politicians, architects, urban planners, et al. attended six seminars. The following were considered the most important aspects of the total problem. (1) There should be neither physical nor symbolic barriers between campus and community, this outreach to include pre-admission counseling, a search for both non-applicants and dropouts, continuing education courses, local business contacts, field trips, and reciprocal arrangements with neighborhood government agencies. (2) Programed instruction link-ups would make practical the decentralized campus and the high-rise building. (3) Participant sports (handball, swimming), rather than spectator, besides being healthful, would strengthen the outreach philosophy. (4) A 24-hour Learning Center to accommodate students' varied work and study hours would combine student union, library, cafeteria, classroom, and enhance educational accessibility. (5) Experiments in housing should be made to help sever the student's ties with his familiar ghetto, e.g., rest cubicles, fresh-up rooms, or compulsory dormitories for underachievers. (6) To become a part of the new "urban fabric," the college should take advantage of its situation in the newly developing surroundings of housing, commerce, parks, plazas, and parking and traffic patterns. (HH)


In 1967, the Florida legislature appointed a select council on post-high school education to prepare a comprehensive plan for the state's offerings at this level. Former consultants who had studied the Florida educational system participated in a January 1968 conference. Reports of the discussion groups were summarized--(1) human resources, (2) democratization of Florida post-high school education, (3) innovation, and (4) educational technology. Groups gave attention to questions of quality, accessibility of opportunity, student transition from one level to another, the need for change, evaluation, media, human factors in technology, and research. (wo)


A review of research on characteristics of junior college students permits certain generalizations. Since present tests show that they score lower academically than 4-year college students (although individuals may do equally well), their special abilities and aptitudes need further study. Though they tend to come from families of low socioeconomic status, the extent of this influence is uncertain. How much is due to the parents' social-cultural values and how much to economic factors should be explored. Cost affects college attendance, alone and in combination with such factors as accessibility, motivation, source of funds, family attitudes,
etc. More statistical correlations of these factors are needed. Junior college students are attracted more by the practical (low cost, proximity, job training) than by the intellectual and, as a result, have lower educational and vocational aspirations. Thus it appears that more data are needed on their knowledge of available pursuits and on what influences their decisions. It has been shown that they prefer applied curricula, are less flexible in thought and attitude, and have low self-esteem. Much more study therefore is needed on their values, self-images, and human relations. Lacking confidence in their academic ability, they frequently criticize their high school courses, perhaps because their particular nonacademic abilities are overlooked in traditional testing. Much more research must be done, especially on the adequacy of these tests for their unique qualities. (HH)


The designs for paperback book display and storage furniture presented in this report aim at providing physical solutions to the problems and needs generated by the use of paperbacks in education. First and foremost, they are directed toward accessibility of the books in the library, bookstores, classrooms, lounges, commons, corridors, and wherever else students may move or assemble in the school house. Secondly, they are calculated to attract youngsters to reach for the books on impulse. The designs are adaptable in traditional buildings with fixed interior partitions and in buildings with increasing degrees of openness for team-teaching and nongraded programs. This document announced previously as ED 019 837. (RK)


The report discusses the status of higher education for disadvantaged students in California. The programs in operation at public and private colleges and universities are geared toward increasing the accessibility of higher education to students from disadvantaged circumstances. Noted are special actions in recruitment, financial assistance and efforts to increase the students' interests and motivation in obtaining a college education. Special tutorial and training programs, and general community assistance directly and indirectly encourage students to develop their potential. Sections of the report detail exceptions to admissions requirements, evaluations and implementations of recommendations, and summarize findings and student aid awards. (EMB)


In presenting a complete program of occupational education for the Denver metropolitan area, this proposal offers 12 criteria for consideration
in conjunction with a particular occupational need. The purpose of the criteria is to provide guidelines for determining in which level of school a program should be offered. The criteria include factors such as age of the students, length of time required, faculty availability, facilities needed and available, what related programs are available, accessibility, size of school, nature of related training needed, and field experience. Illustrations of clusters or families of occupations covering the spectrum of preparation from high school through 4 years of college are provided. The recommendations include the need for vertical articulation—that is, the planning of a sequence of programs from high school through junior college and 4-year programs. (CH)

Monahan, W. G. (1968). Data accessibility--policies and organizational strictures in big city schools: 17. This paper has two purposes--(1) to present a summary analysis of educational policy regarding research requests in 15 big city schools and some commentary on the processing of such requests and (2) to make theoretical speculations regarding certain organizational factors in large school systems which operate as research restraints. It is discovered that the established policies regarding the conduct of research or the collection of data by persons or agencies outside the large school districts are generally concerned with the assessment of value and purpose, the nature and adequacy of design, the approval or voluntary participation by subjects, and the purposes and reputation of the researcher. Policies ranged from relatively concise statements to more complex listings of specific procedures. The nature of educational policy regarding research, however, suggests that the difficulty researchers confront is not a consequence of inability to conform with established policy, but is attributable to certain factors within the organization itself. Certain postulations regarding the type and nature of these organizational factors are presented. This paper was presented at the annual meeting of the American Educational Research Association (Chicago, February 9, 1968), and appears in the Iowa Center for Research in School Administration "Research Reports." (hw)

researchers with their own goals intervene in a system which has defensive as well as information acquisition goals, and provides a theoretical framework for solving such problems. Alkin and Duff discuss problems they have encountered in systems research such as specifying output measures, data incompatibility, and missing data. Leu places the data problem in the context of planning and asserts that we do not prepare administrators for this key activity. Even when data become available, using them for planning remains central. Steinhoff and Owens provide a case study of a cooperative university and school system effort at data collection and utilization, identifying problems and proposing duties for the participants. (TT)

The topics covered in this collection of papers include (1) educational materials pertaining to Negro Americans; (2) information pertaining to Negro Americans in textbooks in Georgia; (3) information pertaining to Negro Americans in "Georgia Library Lists"; (4) significant factors in selecting and rejecting materials; (5) topics and types of materials needed; and (6) methods of increasing the accessibility of materials in the schools, in libraries and in the home. A summary of the proceedings, a list of publishers who sent materials to be displayed at the conference, and some suggested questions for discussion are appended. (CC)

The fifth and final volume of a series concerned with higher educational facilities planning expands the discussion of the utilities planning process initiated in the overview of volume one. Three major classes of utilities--energy utilities, service utilities, and communications utilities are studied. Their influences on the overall physical planning of the campus is stressed, and proper location of central plant facilities is emphasized as being extremely critical. Differences in cost factors related to the accessibility of the campus to existing urban utilities are discussed, as well as the relationship between consideration for future expansion and present budgetary limitations. The planning of the campus utilities must be coordinated within the total physical plan so as to preclude interference with other campus facilities and be compatible with other campus structures in their design and appearance. A bibliography pertaining to utilities is included. (NI)

An outline of the factors and conditions affecting the desirability of a specific building site. The primary factor headings are--(1) availability, (2) location, (3) environment, (4) accessibility, (5) size, (6) shape, (7)
topography, (8) acquisition, (9) cost of land, (10) soil condition, (11) subsurface condition, (12) site preparation, (13) orientation, (14) expansibility, (15) flexibility, (16) educational adaptability, (17) site development, (18) utilities, (19) public service, (20) community use, (21) outdoor activities desired, (22) undesirable, (23) maintenance implications, (24) political implications, and (25) master planning factors. Within these major headings are important secondary related factors. Included in the survey are rating sheets to assist in systematic site evaluation. (MH)

Activities of the center for the quarter included continued work on 14 center research and development projects and on two additional research projects and a research training program funded by special contracts. leadership development activities included a 2-day meeting for state personnel on information accessibility, four research training sessions, and continuation of work related to the four technical institutes held in the summer of 1967. proposals were submitted for an institute in programing-planning-budgeting systems, two institutes in leadership development in technical education, and a proposal for "development of performance goals for a new office and business education learnings system." the educational resources information center (eric) clearinghouse received 963 documents and completely abstracted and indexed 447 of which 200 were sent to eric. also reported is information about staffing and staff development, the research library, the advisory committee meeting, center contributions to activities of other groups, leadership roles of center staff at the american vocational association meeting, and expansion of center facilities. the appendixes include (1) a list of center publications, (2) a roster of advisory committees and panels, (3) information relating to the national invitational research dissemination workshop and the eric information seminar, (4) lists of contributors to center activities, consulting specialists, and institutional participants, and (5) lists of articles, papers, and presentations of center staff members. (jk)

Junior College campuses should be planned with their accessibility to students foremost in mind. Their size may involve about 150 acres. It is false reasoning to assume that a school district will save money by the delay in becoming part of a junior college district. Costs per acre are rising so rapidly that school districts cannot afford to wait. (NI)

The course offerings in some junior colleges fail to meet adequately the
unique needs of rural youth. A study in 1964 revealed that only twenty of
the seventy junior colleges in California offered training in agriculture,
although the recently published "directory of junior colleges" shows an
increase to sixty. Further statistics reveal that 253 of the 750 junior
colleges throughout the U.S. are offering various agricultural programs,
including training farm machinery technicians, farm and ranch
management, agricultural business management, marketing technology,
fishery and wildlife management, citrus fruit production, animal husbandry,
dairy technology, and landscape design. According to Snepp, writing in
"the agricultural education magazine", junior colleges can provide
educational programs needed for a rapidly changing agriculture by—(1)
formulating and coordinating on a statewide basis, (2) providing a
separate agriculture department with a head or chairman, and (3) having
at least six full-time instructors and a minimum enrollment of 120 students
in each agriculture department. This speech was presented at the national
outlook conference on rural youth, October 23-26, 1967, Washington, D.C.,
sponsored jointly by the U.S. departments of agriculture, health,
education, and welfare, interior, and labor, OEO, and the president's council
on youth opportunity. (ES)

Programs in Vocational Education: 1.
To develop an instrument to guide the self-initiated evaluation of a state
program of vocational teacher education, three specific objectives were
identified and accomplished: (1) to develop criteria and indicators, (2) to
validate an instrument, and (3) to analyze, by occupational service area
and position, the ratings given by a sample of vocational education
personnel. A stratified random sample of state directors, head state
supervisors, and head teacher educators of vocational education yielded
316 completed questionnaires. The data were analyzed by occupational
service area and position, utilizing the one-way analysis of variance
technique. Nine criterion statements with 76 attendance indicators were
validated within the following dimensions: (1) planning, (2) coordination
among occupational service areas, (3) coordination with the total state
program of vocational education, (4) supplying the demand for vocational
personnel, (5) occupational competence, (6) accessibility of vocational
teacher education, (7) research, (8) instructional materials, and (9)
systematic evaluation. The three groups were in agreement on their
ratings of seven of the nine criterion statements; significant differences
were in the areas of research and instructional materials. The groups were
also in agreement on their ratings of 70 of the 76 indicators. (DM)

Fifteen papers presented at the Smithsonian conference on museums and
education, August 21-26, 1966, were directed toward discovering ways to
make more effective educational use of the more than 5000 museums in
this country. Present museum programs in education, museum potentials in education, and research and development were assessed for problems and potentials. Museums as educational resources, collection accessibility in terms of the educational level of the public and of exhibit techniques used, museum educational programs, and methods of evaluating exhibit effectiveness were among the topics covered. Conference participants concluded that the possession by museums of resource material for selective and uninhibited study gives them a special role in the evolving concepts of education and that expanded activities will give museums a greater role in education. Limited fiscal and staff resources make it unwise to greatly expand programs until public needs for museum services are more carefully evaluated. These papers were prepared for the Smithsonian conference on museums and education (University of Vermont, Burlington, August 21-26, 1966). (hm)


A Statewide Study Team presented a comprehensive plan for educational improvement in North Dakota. Several basic educational problems were identified which can be solved by qualified educational personnel. This document describes the personnel situation. Discussion includes the following: characteristics of public school teachers in terms of educational preparation, professional growth among public school personnel, teacher accessibility to higher education, teaching experience of public school personnel, certification of public school teaching and non-teaching personnel, teaching loads, teacher salaries, and teacher turnover. Related documents are RC 000 179, RC 000 180, RC 004 196, RC 004 197, and RC 004 198. Particular attention should be given to the companion document (RC 000 179), which contains proposals for improving the personnel situation rather than merely describing the situation (as does the present document). (SW)


The Presbyterian Guidance Program, the major emphases of which are on educational and occupational guidance, was evaluated from a variety of perspectives. Two speakers took an objective look at the program and center, defining their concern with "normal" youth, and discussing such aspects as: (1) accessibility of the service; (2) locations of the centers; (3) the use of vocational aides; (4) the proper use of testing; (5) record keeping; and (6) research. Three speakers addressed themselves to the topic of the relationship between church affiliated and public school guidance programs. Their general thrust was that church programs are conceived as supplementing, rather than supplanting, the public school
programs. The vast needs of youth and the available guidance services both nationally and, more specifically, in North Carolina, were reviewed; the disparity between need and existing services precluded, in the minds of the discussants, any redundancy of services. Other speakers considered the future expansion of the program services. One reviewed the area of testing and measurement and described the advantages of biographical inventories over more traditional methods of predicting success in vocational placements. The conference concluded with a review of the consultation and a group discussion of "final considerations."

This report summarizes the development, dissemination, and current applications of the Basic Indexing and Retrieval System (BIRS). BIRS is a collection of Fortran IV computer programs designed to allow educational and psychological researchers to use their own locally based computer to construct and maintain the type of information retrieval system which best meets their individual needs. Given a collection of informational elements punched on cards, such as abstracts of research documents, and descriptions of instructional materials, the system produces a variety of information services. These services include the preparation of computer generated books with author/subject indexes and the development of automated reference searches for information elements relevant to specific queries. This report (1) provides sufficient information about BIRS to permit the reader to decide whether the system can be applied to his particular information retrieval problem and (2) describes how the reader may obtain copies of the system and its technical documentation.

EDSPECs for the South Campus Seattle Community College: 389.
A consensus of faculty, staff, and consultants regarding the physical requirements necessary for full implementation of the educational program and services to be offered. Guidelines for the architects are developed as follows--(1) curricular implications for facilities, (2) the general nature of activities of instructional and non-instructional functions of the college, (3) estimates of the kinds and numbers of facilities needed, (4) square footage requirements by type of facility, (5) amounts and types of major items of equipment and furniture needed, (6) desirable space relationships of facilities, and (7) schematic diagrams of functional relationships of major space components. Site development criteria emphasizes the commuter nature of the student population, accessibility of the instructional materials center from primary pedestrian arteries, provision for future facilities expansion, and extensive nighttime use of facilities. Detailed specialized equipment needs and square footage requirements
by function for 5,000 full-time enrolled students are given in appendices. (RLP)

Chatelain, L. J. (1966). Accent on access: 16. Emphasis is given on accessibility to public buildings by the handicapped. Attention is directed to this subject inasmuch as architects generally have overlooked the problem. Hence, public buildings are not truly available to the total public. In recent years, however, legislation has become increasingly more common to correct the situation. The national commission on architectural barriers has been established to pursue the matter in depth. Included among their activities are—(1) conducting hearings, (2) developing communication with schools of architecture, (3) holding conferences and seminars, and (4) developing materials. The commission has shown interest in such mechanical aids as walking wheelchairs, in information programs to arouse the public, and in remodeling projects. This document is a reprint from the rehabilitation record, November-December, 1966 issue, U.S. Department of Health, Education and Welfare. (Rh)

Christ, F. (1966). Some university students and their ideal study environment...as they see it: 8. A doctoral study of the opinions of 700 students in six California community colleges concerning the ideal study environment was replicated by the study skills center of Loyola University of Los Angeles in 1966-67 as part of an evaluation of student study habits and attitudes. In this interim report, the responses of 109 nonresident and 105 resident male freshmen to the 27 items of the 100-item opinionnaire (used in both studies), dealing with seven study space problems, were analyzed. Student preferences for the following items were discussed—(1) decor in study area, (2) type of furniture most suitable for studying, (3) accessibility of study materials, (4) smoking privileges, (5) size of room or study area, (6) amount of privacy needed, and (7) best time of day for studying. Five tentative recommendations for the university administration, based on the freshman data, are listed. Complete data for all four undergraduate classes and final recommendations will be published at a later date. References are given. (Is)

New York State Education Dept. Albany. [QPX62775] (1966). Guide to selection of clinical facilities for an associate degree nursing program: 31. Developed as an aid to college personnel in selecting clinical facilities, the guide also serves to assist officials of cooperating agencies to understand the type and quality of facilities needed. Basic considerations include the philosophy of the educational program and the attitudes of the personnel of the potential cooperating agency to the educational program, patients, and agency nursing staff. Physical facilities are discussed in terms of patient care areas, equipment and supplies, instructional areas, library
facilities, accessibility, dining room facilities, and the maintenance and availability of records. Nursing care is discussed in relation to staffing patterns and quality of care and overall agency administration in relation to the importance of administrative understanding, hospital and medical organization, and supplementary and related services. A discussion of formal contractual agreements includes a listing of topics which should be considered in surveying an agency and a checklist for use in surveying. Appendixes include a sample contractual agreement and a list of 17 types of organizations and agencies that may provide educational experiences.

Salem School Board AR.[BBB02711] (1966). Salem Model School: A Program of Individualized Instruction in a Building Accenting Accessibility and Flexibility: 286. Educational needs in the remote rural areas of America are profound. The sparsity of population causes transportation problems and hinders reorganization. As a result, the present system permits, and in some states, encourages independent school districts to continue operating when their programs are inferior even when compared to minimum standards of the North Central Accrediting Agency. This report presents the background and plans for developing a rural area model school for grades 9 through 12. A planning grant for the model school was funded under Title III, Elementary and Secondary Education Act, in January 1966. The educational specifications for the model school are presented as a separate chapter of the report.

Willigen, D. V. (1966). International cooperation in foreign language teaching: 12. In order to find a synthesis for practical international cooperation in the teaching of foreign civilization in language programs, specific measures must be taken to coordinate all related efforts in making use of existing resources and to define the relevant future needs and resources of the profession. Easy accessibility to information obtained from a smooth, efficient system of research, study, documentation, and action would assist the teacher immeasurably in updating and improving his instruction. To initiate and disseminate to teachers such needed information as a general summary pamphlet of the findings of modern social sciences relevant to language teaching, a list of scientific institutions and research centers active in the field, and the results of a survey made of the effectiveness of current methods will require the creation and the support of efficiently organized and operating national professional organizations. Significant advances could be made in coordinating future language activity by the close cooperation, at the national level, of the government and a strong professional group and, at the international level, of the council for cultural cooperation and the international federation. This article appeared in "contact," number 9, December 1966, pages 18-27.

Criteria for establishment of junior college districts in Arkansas include (1) a projected enrollment of at least 300 full-time equivalent students in the third year of operation, (2) assessed valuation adequate to provide from local property taxes one-third of the annual operating cost and the total debt service requirements for capital outlay, (3) district size which provides a maximum one-way commuting time of one hour, (4) a site of at least 40 acres plus two acres for each 100 full-time equivalents, with adequate zoning, topography, and accessibility, (5) programs of transfer courses, occupational curricula, and continuing education, (6) building design which conforms to a long range master plan, meets requirements of appropriate codes, is suitable for the programs and activities of the college, and is economical and flexible, and (7) a president with a commitment to and experience in the community college program. Junior colleges are controlled by local boards, and operating expenses are shared equally by the state, the local district, and the student. The steps required for establishing a community college are described, and the text of the enabling legislation is included. (wo)


Following a review of the status of post-high school education, a committee of the higher education study commission recommended (1) a statewide system of comprehensive community colleges, coordinated with other segments of higher education, (2) a board of community colleges and technical education, to operate under the state council of higher education in development of a statewide plan, formulation of policies, and determination of financial needs, (3) transfer of 2-year branches of senior institutions to the new board, (4) development of criteria for the establishment of 2-year post-high school institutions, (5) local boards or advisory committees for each institution, (6) effective articulation, and (7) policies and regulations to protect and preserve the identity of the 2-year college. Recommended criteria for establishment of 2-year colleges include (1) minimum potential enrollment of 400 students, (2) strong local interest in the college, (3) assurance of adequate financial support for capital outlay and operating costs, and (4) accessibility. (wo)

Reida, G. W. (1965). An Evaluation Guide for Selecting a Junior College Site: 12. Emphasis is placed upon conceiving the site as an integral part of the total educational environment. Preliminary steps are suggested for planning a junior college campus, placing emphasis upon the need for a master plan. Criteria for site selection are discussed for site size, student enrollment, land use patterns, and accessibility. Directions are presented for the use of a scoring rating sheet as a convenient and effective device for rating potential sites against objective criteria. (FS)

The free tuition policy of universities and state colleges in California has been questioned in recent years, and bills have been introduced for a deferred tuition program. This report evaluates the concept of free tuition in terms of financial accessibility and motivation, and economic benefit from increased individual earning power. Questionnaire data from 6,200 public and private college students were combined with additional financial research. The impact of tuition on enrollment, institutional income, social composition, and private schools is considered. Study of alternative policies and procedures concludes with the following summary -- accessibility of higher education and increased trained manpower have not been fully achieved by tuition-free education, financial need contributes to California's lack of success in inducing high school graduates to achieve degrees, alternatives might be to continue tuition-free policy for the junior college, while instituting tuition for the two 4-year segments with exemptions for needy persons, the present state scholarship program should be augmented by a deferred tuition repayment program based on future earning capacity with a massive state loan program, continuation of free tuition was considered with similar modifications and revision of tax structure. Tuition rates and revenue uses are suggested. Appendixes present documentation of arguments. (de)


Operational effects of airborne educational television on ultrahigh frequency (uhf) television assignments on land were investigated. Specifically, the effort related to expansion plans of the Midwest program on airborne television instruction (mpati). Previous studies by the National Association of Educational Broadcasters (naeb) led to the development of computer programs which were used in prescribing a uhf assignment table. The speed of the computer and accessibility of data in the computer program made it practical to determine the impact of the proposed mpati expansion in two contexts -- (1) by using new standards which mpati had recommended, and (2) by using standards developed by naeb engineers. The computer was programmed to print out the location and channel number of assignments which would have to be deleted if mpati propagation curves were adopted, and those which would have to be deleted if naeb standards were adopted. The study indicated that no fewer than 60 channels would be affected by the mpati proposal. For the naeb plan, 83 channels would be involved. If new standards proposed by the mpati were used, as many as 46 proposed assignments would need to be deleted. (jc)

Approximately 200 counselors and principals from 85 high schools enrolling 76,610 pupils throughout seven southern states attended a 2-day conference to examine and evaluate guidance programs and to suggest improvements. A followup study of the conference indicated that 88 percent of the respondents had improved their vocational guidance programs through a greater variety of informative materials and that 67 percent had better accessibility to such materials. Texts of the major speeches are given—(1) "the role of the high school in preparing students for employment," by Samuel Danley and Hugh Ryals, (2) "career outlook," by Brunswick Bagdon, (3) "management looks at employment possibilities," by Howard Lockwood, (4) "opportunities for women in the sixties and seventies," by Rose Terlin, (5) "the college placement office and the high school," by Anthony Rachel, (6) "tasks for today, goals for tomorrow," by Arthur Chapin, (7) "motivation -- a realistic approach by schools in urban and rural communities in relation to employment," by William Johnston, and (8) "recent developments in employment trends for youth," by Eli Cohen. Comments by other speakers, a conference summary, a summary of grassroots reports from the participating states, and a statement ("employment trends and school enrollment") by Willard Wirtz are included. The appendixes consist of sources of resource materials, evaluation instruments, a list of participants, and an extensive bibliography. (ms)


Historical and present-day developments indicate that the continuing education of physicians is one of the most important problems in medical education today. The gap between scientific knowledge and application is increasing, largely because of the rapid advance of research, imbalance in the quantity, quality, and availability of opportunities for medical continuing education, and unsuitable patterns of educational organization and dissemination of knowledge. Organizing a nationwide coordinating structure is a task parallel with that of reassessing basic concepts of education. Knowledge and tools from the behavioral sciences, medical education, and communication technology (especially programmed instruction and educational television) are readily accessible. Personal satisfaction, freedom of choice, continuity, accessibility, and convenience are criteria of practicality. These criteria assume that learning is basically an individual, personal achievement, that motivation consists of personal standards of excellence, and that education is most beneficial when separated from regulation. (The document includes appendixes, diagrams, detailed proposals for a nationwide patient-centered system of medical continuing education, and over 300 references.) (author/ly)

overview: 16.

A generalized discussion of instructional technology and a review of specific methods, materials, and equipment that apply to teaching, particularly speech teaching, are presented. Instructional technology is the combination of science and engineering to solve an educational problem. It involves new methods of organizing and presenting information, and new or revised techniques, materials, and equipment to serve specific learning needs. Careful analysis of learning objectives and the subject matter to be taught is necessary for optimum programing. New concepts of administration are needed to overcome the lack of proper training, programing, and maintenance of technological aids by individual schools. The systems approach, in which all materials relevant to a particular lesson unit are packaged together, is one solution to such problems. The present trend in teaching methods toward the fusion of small group, large group, and conventional classroom instruction into an instructional system has been influenced by instructional technology. Tutorial or laboratory situations are geared toward specific learning needs of individual students, allow behavior to be shaped within closer limits than is possible with group teaching, and give the student immediate knowledge of results. Students can master the material at their own rates. Tape recorders aid in learning spoken language and pronunciation. A trend in materials, brought about by the new technology, is towards increased use of prepared materials that are integrated with curriculum and lesson plans. Students work with the materials individually or in small groups. Textbooks are being supplemented with such materials as workbooks, programmed texts, films, filmstrips, and recordings. The trend in equipment is toward permanent installation. Use of equipment and materials is determined by their availability, accessibility, and simplicity of use.


Statistics revealed that 65 percent of a local negro high school graduating class sought opportunities for employment outside of Chattanooga. It is indicated that, in the area, discrimination was practiced against the negro long before he filed his first job application. An analysis of educational and training opportunities revealed that equal training opportunities in the schools were denied, and when a negro sought a skilled job, he was rejected because of inadequate training. If he did acquire trade skills, he was barred from most trade unions and apprentice programs. Almost without exception industries with federal contracts filled their required negro quota at the lowest level of employment. Local custom acted as a brake on the few white employers who might have desired to upgrade negro employees. Negro youths were trained only in fields currently open to them on the labor market. This lack of accessibility to an open job market negatively affected both students and teachers. Negro leaders charged that vocational guidance programs were geared more toward
disciplining delinquents than counseling toward vocational opportunities. in public employment, job opportunities for the negro were brighter, but improvements were made. discrimination was also found at the professional level. doctors were barred from membership in the local medical association and could not practice in the city's two major hospitals. teachers had no educational outlet and were required to travel at least 100 miles for advanced work. the one negro lawyer felt that he was handicapped in his practice by a feeling within the community that a white lawyer could handle a case more effectively in an all-white courtroom. a few instances of job breakthrough were cited--a flower designer, a mail-order clerk, an automobile salesman, and a variety store clerk.


This document is the end product of a program to bring together the sources of available materials concerning audiovisual communication and to provide a guide for easy accessibility. an annotated list of motion pictures, kinescopes, filmstrips, slidesets, recordings, and tapes concerned with audiovisual communication is included. the guide is designed to accommodate various courses dealing with audiovisual instruction. major categories of subject matter include--(1) general theory of instructional communication, (2) graphic materials, (3) display materials, (4) nonprojected materials, (5) projected materials, (6) broadcast and recorded materials, (7) class activities, (8) photography, (9) administration, and (10) specialized areas. further breakdown of the major categories occurs where appropriate. items are listed alphabetically by title within each category and subcategory. each item is classified with a medium symbol and coded with a content abbreviation. such other data as the producer, production date, and length are provided. the annotations describe the material content so that individual selection can be made. evaluation of the material is not attempted. prices are included when available. (wb)


This manual deals with the organization of museums. The manual includes 10 chapters written by different people involved in museum work in various parts of the world. Chapter I, The Museum and Its Functions, deals with such topics as definition, collecting, identifying, and recording. Chapter II considers the administration of museums. Chapter III, The Staff, considers the curatorial staff, office staff, guards, and others. Chapter IV deals with museums and research. The visitor is discussed in Chapter V. A discussion of the role of education (who, when, where, why and how) in museums is contained in Chapter VI. Chapter VII looks at the museum
laboratory. Inorganic and organic material storage conditions, accessibility, and storage records are discussed in Chapter VIII. Chapter IX looks at the exhibit, planning, setting, lighting, and other exhibit-related topics. Chapter X is a discussion of museum architecture. Most chapters include a bibliography, appendix and/or summary. A foreword, conclusion, and illustrations are also included. (Author/TK)

The characteristic abilities and achievement in reading and other related skills and understandings of elementary school children who had access to centralized library services were compared with those who did not. data were gathered from six schools with varying school library provisions which included examples of--(1) a centralized school library with a qualified school librarian and a collection meeting high quantitative and qualitative standards, (2) classroom collection of books but no centralized library, and (3) a centralized collection of books not attended by a qualified librarian. measures were developed and applied to such areas as--(1) the provision of library-related materials, (2) the accessibility of resources and services, (3) the extent of library-related activities, (4) the degree of mastery of library skills, and (5) the amount and kind of reading done by children. scores were studied in terms of--(1) their relationship to measures of educational achievement of sixth-grade children and socioeconomic status of parents and (2) their ability to differentiate between schools having varying categories of library provision. the measures differentiated in favor of the school library category in most, though not all, cases for the sample. (tc)

To the adult educator it is basic to know what are adult interests, how do they affect participation and learning, and how may they be aroused or changed. Strong pioneered in the formulation of an interest inventory for the study of vocational interests and Super extended the use of Strong's test to the study of leisure interests to determine the psychological role of avocational interests. Other studies support findings that the number of interests does not change with age, but the content does; the span of interests correlates with intelligence. Reading interests can be differentiated by sex, education, occupation, age, size of community, geographic environment, and time spent reading. Accessibility, rather than interest, is the major factor in determining actual reading. Research on participation has shown that though volume and content of interests do not change with age, there is a trend away from social interests to individualized ones. Studies of interests and learning have been made in college credit situations; there is a lack of comparable research in adult education because of lack of measures of ability and lack of control groups. All the studies are subject to the basic theory considerations,
especially the extent to which subjective phenomena may be objectively measured and studied. (sg)

Examined were the educational conditions and efficiency of the school systems during the 1929-30 school year in both the mountainous and nonmountainous counties of Georgia, Kentucky, North Carolina, Tennessee, Virginia, and West Virginia. Information was obtained for five counties in each State which were regarded as the most mountainous and five counties in the nonmountainous area of each State, for all of the counties of each State commonly regarded as part of the Southern Appalachian area, and for each State as a whole. A comparison of conditions among area types indicated the extent to which mountain conditions affected educational developments. Obtained from published reports and files of the six State departments of education and directly from the schools, data covered the schools' availability and accessibility; grade levels; length of school term and days attended; illiteracy; pupils' age-grade status; teacher qualifications; annual expenditures; value of buildings, grounds, and school equipment; estimated taxable wealth available for school support; State aid; human resources as a factor in school support; types of nonpublic schools and their curricular offerings; and nonschool educational activities. Findings included: of the children 16-20 years old in the mountain sections, approximately 2/3 did not attend school; in at least 3 of the States, the disadvantage of short terms in the most mountainous counties was aggravated by irregular attendance; and enrollment ratios in the first year of high school to those in the third grade were higher in the nonmountain counties. (NQ)

Comments by five industry leaders on the major trends, concerns, or forces that will affect education this year. Topics include planning schools to serve the community, transforming school business officials into visionaries and communicators, administrator accessibility, school boards as catalysts of change, and community-based transportation. (MLF)

Questions and answers address: (1) connections between access of students with disabilities to the general curriculum and Universal design for Learning; (2) the changing role of the special educator; (3) differences between assistive technology and Universal Design for Learning; and (4) guidelines for increasing curricular accessibility. (DB)

"Excerpts from the California Department of Education's "School Site Selection
A screening and ranking procedure for selecting school sites in California is based on the criteria of safety, environment, size and shape, location, soils, topography, accessibility, utilities, political implications, public services, cost, and availability. An explanation of these criteria is included along with a list of secondary criteria. Appended are two work sheets.


Presents information on high school completers going directly from high school to college. The percentage enrolling reflects the accessibility of higher education and the value high school completers place on attending college. Between 1985 and 1996, the percentage of high school completers going directly to college increased from 58% to 65%. (SLD)


Describes winners of the title award, K-12 school facilities that have solved real-world problems through design, engineering, and technology solutions. Winners were named in the following categories: accessibility, accommodating technology, energy efficient/hi-performance buildings, furniture and equipment for learning, historic preservation, safety and security through design, and specialized learning environment. Includes floor plans and photographs. (EV)

"Literacy for Blind and Visually Impaired School-Age Students." RE:view. v22 n3 p159-63 Fall 1990.

This position paper of the Council of Executives of American Residential Schools for the Visually Handicapped calls for stronger emphasis on instruction in literacy skills; individualized selection of the mode of reading, writing, and computing; technical assistance; continuing education; emphasis on literacy skill teaching methodology; and accessibility of adapted educational materials. (JDD)


This listing provides directory information for the national and state offices of the National Association of the Deaf, the oldest and largest nonprofit organization safeguarding the accessibility and civil rights of individuals with deafness and hearing impairments across a broad range of areas including education, employment, health care, and telecommunications. (Author/CR)

"Programs and Activities Receiving or Benefiting from Federal Financial Assistance: Nondiscrimination on the Basis of Handicap. Part II, DHEW, Office of
Reported are the rules which the Office for Civil Rights of the Department of Health, Education, and Welfare proposes with regard to nondiscrimination on the basis of handicap in programs and activities receiving or benefitting from federal financial assistance. The proposed rules in Part 84, which effectuates section 504 of the Rehabilitation Act of 1973 as amended by section 111 (a) of the Rehabilitation Act Amendments of 1974, are divided into six major subparts. Subparts A (General Provisions), B (Employment Practices), and C (Program Accessibility) apply to all programs benefiting from federal financial assistance; while the remaining subparts contain more specific requirements and prohibitions applicable to three major types of programs: preschool, elementary, and adult education programs (Subpart D); postsecondary education programs (Subpart E); and health and social service programs (Subpart F). Explained is the fact that the practices of other recipients of funds are subject to the general nondiscrimination provisions. A discussion of the public response to the issues is included, with particular attention given to the comments on the inclusion of mentally restored persons and rehabilitated addicts as beneficiaries of the regulation. (IM)

"Women--Their Role in Rural Development." Literacy Discussion. 6, 4, 41-6, Win 75/76.
A review of a report based upon replies from a questionnaire sent to 78 countries regarding the access of females to education in the context of rural development is presented. Rural conditions, women as agents of development, their accessibility to education, and suggested types of training are discussed. (LH)

Although the United States has an adequate supply of nurses, the mix of nurses by educational background is insufficient and the present pool of nurses is not being well used. Solutions include reorganizing hospitals, improving accessibility of care, enhancing academic care centers, and serving the underserved. (SK)

Alaska Univ. Anchorage. Inst. of Social and Economic Research.[BBB17576]
To identify central problems in vocational education in Alaska, a study focused on the three sectors at the postsecondary school level: public or independent nonprofit institutions, private schools, and apprenticeship programs. Public and nonprofit institutions consider job preparation their primary goal in addition to skill upgrading and teaching practical skills. Graduation rates of their primarily minority group students appear to be
extremely low. They lack sound labor market information for program planning and pay little attention to student placement. Their strengths are geographic accessibility, low tuition, and minimal entrance requirements. In contrast, private schools have more stringent enrollment requirements, better linkage with the labor market, and high rates of program completion and job placement. Apprenticeship programs have the most stringent entrance requirements, serve a narrow range of students, and best exemplify vocational program planning based on labor market demand. Vocational education problems in Alaska occur primarily in publicly supported institutions. These are (1) confusion about teaching job preparation versus practical skills as goals of vocational education, (2) lack of information on the Alaska labor market, (3) lack of attention to job placement and development, (4) low numbers of program graduates, and (5) lack of financial assistance for unemployed non-native Alaskans needing vocational training. (YLB)

Discusses interactivity as it pertains to learning. Presents the findings of a survey of primary school teachers asked to evaluate two science-based CD-ROMS and the resulting theoretical framework of cognitive interactivity. Identifies dimensions for teachers to assess (visibility and accessibility, manipulability and annotatability, creativity and combinability, experimentation and testing) the value of educational CD-ROMs. (PEN)

In order to build programs that embrace social and cultural diversity, educators must understand the perspectives of people of color and how agencies unwittingly create systematic barriers to program access through stigmatization and marginalization. Identifies strategies that decrease the stigmatizing process and foster greater accessibility of outdoor and adventure programs. (TD)

Profiles early childhood education (ECE) in the United States; discusses its child-care and educational functions, program accessibility, and the accreditation system of the National Association for the Education of Young Children; and examines the potential of adopting the U.S. accreditation model in Saudi Arabia. Concludes that implementing an ECE accreditation system in Saudi Arabia would have several benefits. (KB)

Alvir, H. P. Saving Educational Dollars through Quality Objectives: 115.
This document is a collection of working papers written to meet the
specific needs of teachers who are starting to think about and write performance objectives. It emphasizes qualitative objectives as opposed to quantitative classroom goals. The author describes quality objectives as marked by their clarity, accessibility, accountability, and ability to be evaluated by laypersons. The author devotes a section to each of these characteristics and concludes with statements on the relevance of quality performance objectives to the graduate student, the college president, and the educational researcher. (DDO)


This issue presents nine articles which address identifying, pursuing, and obtaining postsecondary training and employment by youth with disabilities. It discusses how families and professionals can help young people develop important self-determination and self-advocacy skills. It also introduces adult service systems to aid in obtaining postsecondary training, employment, and services such as transportation assistance, adaptive equipment, or medical care. Employment options are also explored, as well as the various types of educational institutions available to prepare these youth for employment. Concerns such as reasonable accommodation, accessibility, and the need to keep records are also discussed. This issue concludes with a listing of resources. Individual articles have the following titles: "Self-Determination Revisited: Going Beyond Expectations" (Michael J. Ward); "Employment Options"; "Adult Systems"; "Reasonable Accommodation"; "The Importance of Keeping Records"; "Work Incentives in SSI and SSDI"; "Postsecondary Education and Training Opportunities"; "Other Avenues to Employment"; and "Taking Action." A bibliography of 47 items is provided as well as a listing of materials from the HEATH Resource Center and a listing of 26 organizations. (DB)

Anderson, J. and A. Lee "Literacy Teachers Learning a New Literacy: A Study of the Use of Electronic Mail in a Reading Education Class." Reading Research and Instruction. v34 n3 p222-38 Spr 1995.

Concludes that electronic mail played a major role in building a sense of community in a graduate reading class of non-experts in computer technology, facilitated the sharing of ideas and resources, encouraged risk taking, helped students reflect on their learning, and encouraged cooperative learning. Notes that problems included accessibility of computer equipment and student frustration with software. (RS)

Discusses the issue of access to higher education in Canada and suggests that those who do not gain entry share common social and cultural properties. Recommends three strategies for enhancing accessibility: a monitoring system, compensatory education programs, and financial assistance programs. (JAC)

To determine the effect of Canada's tight labor market on occupational mobility, data were gathered on 361 students graduating from Ontario universities in 1978-79. Tables show mobility patterns (compared to those of 1960s graduates), university types, socioeconomic and sociopsychological factors, and job attainment by gender. (PP)

Examines the regulatory differences between three pieces of federal legislation that address facility accessibility: the Americans with Disabilities Act; Section 504 of the Rehabilitation Act of 1973; and the Individuals with Disabilities Education Act. Discusses why these differences are important for school officials to understand. (GR)

Provides a list, organized by company, of access software appropriate for special education users, and general software such as productivity tools and educational and recreational software. Sidebars include: software accessibility features to consider; the Alliance for Technology and Access; and contacts for publishers and special education leaders. (JKP)

Explores the level of availability of computers, Internet accessibility, and the rate of usage of computers both at home and at the workplace between distance education learners according to gender. Results of questionnaires completed at the Universiti Sains Malaysia indicate that distance education reduces the gender gap. (Author/LRW)

An international conference of disability service providers in higher education from 15 countries is summarized. Major sessions on disability services in different countries and on identifying needs and resources for students with disabilities are described. Topics addressed include status
and trends in services, public policy, accessibility and adaptive technology, and use of volunteers. (MSE)


Reviews "Teaching with Technology: Creating Student Centered Classrooms" by J. Haymore Sandholtz, C. Ringstaff, and D.C. Dwyer, a report on the Apple Classrooms Of Tomorrow Project. Notes that strengths of the book include its accessibility for teachers and administrators, use of quotations from teachers to illustrate the change processes involved in the project, and its avoidance of statistics. (KB)


College faculty are pressured to use technology to improve teaching and achieve institutional goals but resist technology due to lack of time, funds, confidence, support staff, or accessibility. Over 30 concrete suggestions are offered for integrating technology into professional and teaching situations, including getting started, streamlining paperwork, and putting a technology plan into motion. (SAS)


This issue of the quarterly newsletter "Rural Exchange" provides information and resources on accessible rural housing for the disabled. "Accessible Manufactured Housing Could Increase Rural Home Supply" (Nick Baker) suggests that incorporation of access features such as lever door handles and no-step entries into manufactured housing could help to meet the growing demand for accessible housing in rural areas. Difficulties to be overcome include zoning restrictions, lending policies of local banks, and ignorance of local manufactured housing dealers. A four-page fact sheet on accessible rural housing contains a statement of the problem; a sample design of an accessible three-bedroom house; and a list of resources for advocacy, design information, remodeling techniques, products and building materials, and educational opportunities for building industry professionals. "The HAMMER Project: A Partnership That Creates Accessible Housing" (Duane French, Bill Crandall) describes a project in Fairbanks (Alaska) that provides affordable accessibility modifications to private homes though a partnership among the local carpenters' union, Access Alaska, Easter Seals, and private businesses. Short features describe AgrAbility, a federal program that enables disabled farmers and ranchers to continue living on their land; discuss a Montana information network for people with disabilities; note that housing information is available at local libraries; and recommend a 57-page book "Building a Ramp," by John Henson. (SV)
   Describes a new basketball arena at the University of Missouri that met the accessibility requirements of the Americans with Disabilities Act through careful use of the site to take advantage of site grading and provide multiple accessible entries while ensuring visibility and circulation. (SLD)

   Described is a project that involved undergraduate geography students in developing a model of the accessibility of the pre-school population in Cardiff (England) to child care clinics. Programming skills were acquired through spatial modelling. Networks of mini- and micro-computers were used. (Author/RM)

   Presents the fundamentals of the Americans with Disabilities Act for university continuing education in terms of determining disability, physical accessibility, and limitations on accommodation. Recommends evaluation of employment policies, student programs and services, and facilities. (SK)

Bednarz, S. W. "State Standards: Implementing "Geography for Life."
   Argues that the pendulum between federal and state education initiatives has swung to the states; reviews the extent to which state standards have incorporated the recommendations of "Geography for Life." Concludes that the translation of "Geography for Life" into state standards is uneven due to problems of accessibility. (DSK)

   Discussion of digital versions of traditional curricular materials notes ways they can effectively reduce barriers to learning for students with a variety of disabilities. Testimony before a Senate committee by David Rose, from the Center for Applied Special Technology and the National Center for Accessing the General Curriculum, urges passage of the Instructional Materials Accessibility Act of 2001. (DB)

Bergland, M. and D. Hoffbauer "New Opportunities for Students with Traumatic Brain Injuries: Transition to Postsecondary Education." TEACHING Exceptional...
This article presents issues for consideration by planning teams making transition decisions for students with traumatic brain injuries. Factors in selecting a postsecondary setting are outlined, such as physical accessibility, living arrangements, academic programs and support services, social and personal support systems, and career/vocational training and job placement. (DB)

Recent policy and attitudinal trends in West Germany concerning the need for accessibility to higher education for the disabled are reviewed. Specific changes made in programs, facilities, and information dissemination for this group are described. (MSE)

An action plan for adult educators working with students with disabilities includes (1) getting to know disabled people and observing their physical and psychological barriers; (2) examining curricula and facilities for accessibility; (3) using speakers with disabilities as subject experts; (4) recruiting disabled students; and (5) working with advocacy groups. (SK)

Argues that collaboration between Head Start and early intervention programs can improve accessibility to high quality child care and supports needed to reach and maintain self-sufficiency for low-income families of children with disabilities. Discusses how these systems can develop trusting collaborative relationships, increase affordability of child care by pooling resources, and implement a unified and effective staff training system. (KB)

Provides examples of search strategies that are useful in acquiring and accessing engineering education resources. Argues that wider bandwidth and increased accessibility are essential to any pedagogic approach that makes use of the Internet. (43 references) (DDR)

Offers 10 tips for renovating or building school washrooms that enhance user satisfaction while making them easier to maintain. Tips cover all aspects of school washroom design and highlights the following elements
of effective washroom design development: user input; ease of maintenance; accessibility; and functionality. (GR)

Provides a summary and analysis of current Quebec policies on continuing education and manpower training. Describes government plans for manpower training and youth employment under the categories of accessibility, efficiency, and effectiveness. (NEC)

Examines the accessibility of higher education in nine western European countries in terms of selectivity and affordability. Finds much variation in relative selectivity, ranging from strong entrance selection procedures (Finland, Sweden, and the United Kingdom) to those with open systems (Austria, Belgium-Flanders, and the Netherlands). Finds affordability is best when grants and loans are given directly to students. (Author/DB)

The president of the American Association of Community Colleges discusses how numerous trends are challenging the values of accessibility, responsiveness, and student-focused education at community colleges. Includes sidebar commentaries from other community college leaders. (EV)

Evaluates the "fit" between literacy educators and Internet use through survey and written journal responses during an Internet course. Literacy educators were drawn to teacher-teacher e-mailing, electronic (telecommunications) library research, to the Web, and to a far lesser extent listserv subscriptions and e-mailing for classroom students. Literacy educators valued tools according to accessibility rather than function. Contains 52 references. (VWC)

A study using a 43-item coding schedule examined 127 Web courses. After analyzing interrelationships between the variables and issues pertaining to accessibility, interaction, and attractiveness, a University of Wisconsin history course <http://hum.1ss.wisc.edu/hist102> was awarded a "Madonna" as best dressed, while an Illinois State University social-foundations-of-education course <http://coe.ilstu.edu - select "courses">
was chosen as worst. (PEN)


This study investigated the impact of the rural experience on rural teachers' knowledge and understanding of students with special needs, perceptions of their own teaching effectiveness and job satisfaction, and perceptions of the accessibility and availability of support systems within schools and school districts. Recommendations are made for teacher education and inservice experiences. (Author/CR)


Discusses developments in depository librarianship and refers to changes in library education at Rosary College (Illinois). Highlights include bibliographic system problems, adoption of standardized cataloging methods (MARC format), improvement in document accessibility, costs, the National Technical Information Service, changes in document formats, legislation and the GPO (Government Printing Office) Access service, and goals of the Electronic Federal Depository Library. (AEF)


A study examined the relationship between faculty research productivity and the importance faculty attach to the undergraduate education goal of knowledge breadth and to faculty accessibility to students. Differences between "hard" and "soft" disciplines were also assessed. Results indicate that there is no correlation between productivity and these attitudes, contrary to public perception. (MSE)


Introduces programs that assist blind students such as Tactile Access to Education for Visually Impaired Students (TAEVIS). Reports on two blind students who successfully completed physics courses and their learning strategies. Discusses the accessibility of visual aids. (YDS)


Discusses how to create or refocus a transition plan for compliance with the Americans with Disabilities Act (ADA). Steps include documenting needs, documenting solutions, prioritizing needs, and creating a schedule. Also briefly addresses accessibility requirements, the concept of undue burden, finding help, and summarized Title II requirements. (EV)
This special issue of the "Family Life Educator" features a planning document on adolescent pregnancy prevention designed to assist communities throughout the United States in translating the National Research Council's recommendations and strategies from the "Risking the Future" study into steps for future action. An introduction provides a general overview of the problem and of strategies for attacking it, and explains the genesis and purpose of the document. This is followed by three sections with the following headings: (1) Helping Teens Wait: Abstinence Education; (2) When Teens Don't Wait: Encouraging Contraception; and (3) Reasons to Wait: Enhancing Life Options. A brief concluding summary encourages communities to use the strategies and action steps included in the document in their efforts to meet the challenge of preventing adolescent pregnancy. The summary also enumerates the key factors that have been found to be present in successful programs: early intervention, accessibility and acceptability, continuity of services over an extended period of time, targeting of strategies to meet the varying needs of young people, multipronged and integrated approaches that incorporate a variety of concurrent strategies within a comprehensive community-wide plan, and broad-based commitment from major community institutions. (NB)


Adult educators engaged in critical practice must address four issues: (1) the connection between their own political commitment and encouragement of learners' critical thinking (CT); (2) whether CT should be based on one intellectual tradition; (3) accessibility of the language of CT to learners; and (4) balance between CT's liberatory possibilities and the risks and consequences involved. (SK)


Surveyed counseling psychology (CP) training directors (N=34), housed partly or completely in colleges of education. Found advantages were compatibility of CP program with the college mission, esteem of the program, and accessibility of related programs. Found disadvantages were perception by colleagues that housing in education was not credible, lack of fit with K-12 mission, and limited funding. (Author/ABL)


The findings are summarized from a Spring 1986 survey of parents of 7th,
8th, 9th, and 10th grade students, which was intended to improve the quality and accessibility of information about postsecondary educational options. (MLW)

Brumback, E. L. "Accessibility is the Key: The Organization of Locally Produced Materials." High School Journal. 59, 8, 354-61, May 76.
Provides five guiding principles helpful in cataloging, storing, and circulating teacher-made materials as well as commercially produced media. (Author/RK)

Recommendations are given in this task force report which focus on nutrition education programs for the low income and elderly. Issues include: accessibility to food, national policy, nutritionally vulnerable individuals, program development, health care, preparation of nutrition educators, and evaluation of existing nutrition programs. (SA)

Discusses the increasing number of student with disabilities that are attending higher education institutions and participating in distance learning programs, focusing on the role that libraries can play in assuring access to electronic resources. Highlights include the digital divide; legal issues; universal design; accessible design; and standards for accessible electronic resources. (Contains 52 references.) (Author/LRW)

Discussion of distance learning focuses on access, legal, and policy issues for people with disabilities and presents an overview of design considerations for assuring that a distance learning course is accessible to potential instructors and students with a wide range of abilities and disabilities. Uses universal design as a framework. (Author/LRW)

Planning for the Alabama Space and Rocket Center's new recreational-educational complex included (1) goal establishment, (2) needs assessment (including accessibility for the disabled), (3) environmental impact analysis, (4) formulation of objectives and priorities, and (5) strategy development to meet objectives, as well as preparation of a master plan. (RW)

Bush, M. D. "Connecting Instructional Design to International Standards for
Content Reusability." Educational Technology. v42 n6 p5-13 Nov-Dec 2002. Discusses the development of instructional technology standards. Topics include development efforts for electronic learning standards; SCORM (Sharable Content Object Reference Model), including accessibility, interoperability, durability, and reusability; electronic learning standards at Brigham Young University (Utah); instructional design and reusability standards; and benefits of the instructional design to SCORM connection. (LRW)

Bustos, P. D. "Teen-Age Pregnancies: Can We Afford Not To Prevent Them?" State Legislative Report. v12 n10 Dec 1987: 14. This document reviews three teenage pregnancy prevention strategies which were selected because of their easy access to teenagers and to illustrate the cost of implementation. After a discussion of the high cost of teenage pregnancy, the role of the state legislatures is described. Accessibility and acceptability are cited as two important considerations for legislatures considering programs. Schools are noted to be good places to start prevention activities since they provide a captive audience. The three prevention strategies discussed are family life education, school-based health clinics, and community-based prevention programs. A specific example of each is provided. Policy implications of each type are discussed. Evaluations of each type of program in the areas of cost, accessibility to at-risk teenagers, and expected impact are described; a table provides ratings of the three program types. References are included. (ABL)

Byers, R. "The Dearing Review of the National Curriculum." British Journal of Special Education. v21 n3 p92-96 Sep 1994. This article summarizes and evaluates changes in the British national curriculum resulting from the Dearing review, with special emphasis on effects on students with special needs. Major issues and changes in each subject area are identified. The article sees increased accessibility for students with disabilities but remaining problems in some subject areas, especially English. (DB)

Cameron, J. R. "Accessibility to Literature through Oral Performance." English Education. v13 n1 p3-9 Feb 1981. Proposes a greater emphasis on the oral expression of literature in English classrooms and English teacher education curricula. Examines the three main oral problems encountered by students--persona, emphasis, and pace. (RL)

higher education sectors are evident in its creation of 22 experimental "ammattikorkeakoulut" (AMKs). These "polytechnics" are gaining increasing centrality in European higher education systems, but have not increased accessibility for women and lower socioeconomic groups. In Finland, AMK demand far exceeds supply. Swedish and Finnish sectors have access, but not the Lapps and Gypsies. (13 references) (MLH)


Part I of this two-part article on technology (specifically, computers) and equal education points out three dangers which will increase the opportunity gap between the haves and the have-nots in the United States: (1) the replacement of educational equity by technology education as a national priority; (2) existing differences in educational opportunity being exacerbated by disparities between affluent and poor school districts and the impact of the disparities on the ability to acquire technology; and (3) the differences in personal resources between students from affluent homes and poverty homes and their personal ability to acquire technology in the home. Part II deals with Computer Assisted Instruction (CAI) for limited-English-speaking (LEP) populations who are commonly also minority, economically disadvantaged students. An analysis of microcomputer utilization in public schools reveals four categories of problems: (1) children in wealthier school districts have at least twice as much accessibility to computers as do children in poorer districts; (2) there is limited and inequitable participation by special populations (the limited-English-speaking, minorities, and the economically disadvantaged); (3) available software is inappropriate, culturally and instructionally, for special populations; and (4) under these circumstances, there are few current benefits for special populations. National and state policies that address these points and that provide adequate funding can ensure that the new technology will work to enhance educational equity rather than preempt it. (CMG)


Examines the issue of accessibility in online learning environments (OLEs). Presents characteristics of "differently-abled" learners. Examines accessible and inaccessible elements of the learning environment. Presents relatively quick and simple usability testing techniques. Explores reasons why developers and providers should be concerned with accessibility issues. Lists additional references, resources, and organizations. (AEF)

Carnine, D. "Bridging the Research-to-Practice Gap." Exceptional Children. v63 n4 p513-21 Sum 1997.
This paper presents a rationale and suggestions for increasing the quality of and demand for research findings as a vital component of educational improvement efforts. Addresses issues of trustworthiness, useability, and accessibility and suggests ways to nurture demand for research among influence producers, knowledge producers, knowledge consumers, and regulation producers. (DB)


This interview with Assistant Secretary of Education for the Office of Educational Research and Improvement (OERI) Sharon Robinson describes the new organization of OERI and its new emphasis on accessibility and information dissemination. It outlines plans for the agency and goals for educational research. (SLD)


Responses from 2,200 physicians indicated that nearly all have Internet access and use it primarily for medical information and professional development, not for communicating with patients. Credibility of source, speed, accessibility, and searching ease were most important. Barriers included information overload and too little information specific to the question. (Contains 15 references.) (SK)


Addresses assistive technology concepts as they relate to education. Provides an overview of the NCATE (National Council for Accreditation of Teacher Education) and ISTE (International Society for Technology in Education) guidelines concerning assistive technology and proposes a model for a course concerning assistive technology and universal design for instructional technology graduates. (Author/LRW)


Argues that access to technology can be defined in two ways: (1) what students don't have--the digital divide runs along ethnicity and income lines; and (2) what is available, such as assistive technology for those with cognitive or physical disabilities. Speculates on the future of accessibility. (Contains 25 references.) (AUTH/NB)


Discusses distance learning research and describes a study of 399
students at two universities that investigated the role of perceived technology usefulness, technological familiarity and accessibility, reputation, constraints, learning preferences, and demographic factors on prospective receptivity toward distance learning. Considers implications of the findings for educators. (Author/LRW)


Reviews Kilbride's book on diversity and its consequences for young children, families, and caregivers; meeting children's needs; and practicing diversity in and shaping the future of early childhood education. Notes that the book's strengths include its standardized and consistent chapter format, its substance, and comprehensive scope. Suggests that further editing could have improved accessibility. (KB)


Web-based training will probably become the medium of choice for most technology-delivered training because of its worldwide accessibility and the ease with which it can be updated. The effect it will have on learning will depend on how well principles of learning and instruction are applied. (JOW)


The effects of Ontario's gradual reduction in university funding since the early 1970s on government-school relationships, accessibility, operating expenditures, interinstitutional cooperation, administrative functioning, and program development are examined and contrasted with the more abrupt financial declines of most other countries' university systems. (MSE)


Outlines the expansion since 1966 in the size, accessibility, and utilization of the Educational Resources Information Center (ERIC), a national, computerized educational database. Describes four typical cases in which ERIC searches proved useful to clients of the San Mateo (California) Educational Resources Center, an agency offering ERIC search services. (PGD)


Discusses the use of electronic technologies in scholarly publication.
Highlights include problems with traditional media in libraries, including cost and timeliness; benefits of electronic publishing, including ease of searching and accessibility; problems with electronic publishing, including copyright, graphics, and standardization; organizational issues; and case studies from higher education. (Contains 36 references.) (LRW)


Effects of Section 504 on college applicants and students are considered: recruitment and admission policies, integration of disabled students, provision of effective and meaningful services, physical accessibility. Regulation supporting the legislation is found essentially correct in interpretation. Journal availability: Wm. S. Hein & Co., 1285 Main St., Buffalo, NY 14209, $5.00. (MSE)


Discussed is the use of microcomputers, networks, speech synthesizers, and electronic mail to help impaired students and faculty communicate. A telecourse is described. Accessibility is emphasized. (CW)


Examines 11 electronic research journals for accessibility to users with visual or mobility impairments and suggests that librarians need to consider accessibility issues. Discusses the Americans with Disabilities Act and the Rehabilitation Act (1998); usability and universal design; accessibility errors; following links; browser compatibility; and output formats. (LRW)


School context constrains and supports field researchers’ data collection activities, just as it can influence the educational change processes being studied. For outsiders, the accessibility of a school is affected by a number of factors. These influence findings and have implications for achieving data comparability across several sites. (Author/KH)


Dissonance and conflict occur when the culture of a service delivery system differs greatly from a disabled client's culture. Strategies are outlined for adapting services to match culturally diverse client needs.
Examples focus on rehabilitation services and special education for visually impaired Hispanic Americans. Contains 20 references. (SV)

Cottingham, T. and L. Cooper "Southern Appalachia: A Special Challenge." New Directions for Community Colleges. 3, 2, 19-26, Sum 75.
An informal survey of administrative personnel at six community colleges in North Carolina elicited perceptions of the characteristics of the Southern Appalachian people, their socioeconomic condition, their cultural influences, and the importance of community college accessibility and transportation. Implications for community college governance are reviewed. (DC)

Eleven papers on developments in middle school education (grades seven through nine) in England, West Germany, Sweden, the Netherlands, and Belgium are presented. Topics include comprehensive education for 11 to 16 year olds, mathematics, political issues, accessibility, curricula, school evaluation, and the view of the United States. (TJH)

As care in the community has been legislated in Great Britain for people with special needs, concerns in planning educational programs include evaluating the quality, accessibility, and validity of services; creating a policy statement and development plan; mapping needs; and auditing services. (SK)

The rapid growth of junior colleges is due to the accessibility and the services that they offer to the community. (MF)

Outlines steps taken to ensure accessibility for disabled persons to the Alabama Space and Rocket Center's new recreational-educational complex, including writing specifications, identifying construction needs, and analyzing existing buildings' accessibility. Describes the proposed activity center, family and faculty cottages, lodge, active and passive recreation areas, and artificial lake. (RW)

This article describes Internet sites relating to special education with a global perspective. The Web Accessibility Initiative is described, as is the current standard for Web accessibility: "Bobby Approved". Webable, a provider of Web accessibility technology, the Archimedes Project, and a Web site for translating languages are also profiled. (CR)

Suggests that "digital differences" is a more appropriate view of the situation facing educators than the concept of the "digital divide."
Introduces five principles providing direction for the design and development of technology-enhanced educational activities appropriate to the diversity of students-with-computer-access: parsimony, accessibility, multiplicity, separability, and full utility. Gives examples of how to use these principles effectively. (Contains 16 references.) (AEF)

This issue of "Working Papers in Educational Linguistics" begins with "Negative Evidence in Language Classroom Activities: A Study of Its Availability and Accessibility to Language Learners" (Teresa Pica and Gay N. Washburn), which revisits the issue of negative evidence in second language classrooms. The second paper, "Reassessing Parent Involvement: Involving Language Minority Parents in School Work at Home" (Kimberly Daniel-White), evaluates the theoretical stance of traditional parental involvement programs in the United States and implications for the involvement of language minority parents. The third paper, "What Is Missing in Interlanguage? Acquisition of Determiners by Korean Learners of English" (Hyun-Sook Kang), studies the acquisition of a new functional category in the interlanguage development of advanced Korean students. The fourth paper, "A Study on Closing Sections of Japanese Telephone Conversations" (Tomoko Takami), examines how closings are realized in Japanese telephone conversations between intimates. (Papers contain references.) (SM)

Davies, P. "HESA: The Answer to All Our Problems?" Higher Education Review. v28 n1 p66-72 Fall 1995.
An analysis of the role and functions of the United Kingdom's newly-implemented Higher Education Statistics Agency looks at key features of the data collection and storage system, including its comprehensiveness, new record structure, capability for tracking individuals, data categories and coding, quality of data, and data accessibility. Despite some problems, the system is seen as a general improvement. (MSE)

DeGuzman, M. A. and M. W. Ross "Assessing the Application of HIV and AIDS

Reviews Internet technological capabilities for counseling and assesses the application of HIV/AIDS related counseling on the Internet. Interviews with health professionals reveal four major themes: counselor client relationship, target population, ethics, and operation. Major concerns include the lack of visual and verbal cues during interaction, problems of accessibility, confidentiality, and impersonal experience. (Author/GCP)


The attitudes of British Columbia directors (N=205) of early childhood education centers toward the integration of handicapped children were assessed. The moderate support for integration was explained by directors' low assessment of their skills with handicapped children, a perception of inadequate accessibility of support staff, and inadequate academic training concerning handicapped children. (Author/DB)


The document presents the text of a proposed addition (Part 15b) to the rules and regulations of the United States Department of Agriculture, designed to eliminate discrimination on the basis of handicap in any of its programs or activities. Intended to implement Section 504 of the Rehabilitation Act of 1973, Part 15b is subdivided into six sections: general provisions; employment practices; program accessibility; preschool, elementary, and secondary education; postsecondary education; and health, welfare, social, and other services. (DLS)


The author describes a guidance program's response to high school curriculum modification and enrichment. The extent of these changes necessitated new techniques and ongoing reappraisal. The result has been increased openness and accessibility to guidance services, and greater cooperation among faculty and counselors. (SJL)

Dick, D. "YTS: Ladder to Progress or Merely a Maze?" British Journal of Special Education. v14 n4 p158-61 Dec 1987.

The article describes the "Youth Training Scheme" designed to provide British students over age 16 with a two-year vocational training program to develop job competence or a range of occupational skills. Special provisions for special needs students include improving program
accessibility and extending the age of entry. (DB)

This second article about the long-term effects of the 1964-67 national media demonstration study, Project Discovery, discusses some issues in media management and points out several important factors to be considered in planning the management of media for accessibility. (CMV)

Dodson, R. R. "Quality and Accessibility: Are They Mutually Exclusive?" Community College Review. v14 n4 p56-60 Spr 1987.
Looks at the special problems of mathematics instructors in providing remediation for students who are unprepared for college-level work. Considers issues related to assessment, stopouts' course-taking patterns, peer pressures, and remediation. (DMM)

Dollisso, A. D. and R. A. Martin "Perceptions Regarding Adult Learners' Motivation To Participate in Educational Programs." Journal of Agricultural Education. v40 n4 p38-46 1999.
Young farmers (n=93) were motivated to participate in education by intrinsic and extrinsic factors, especially regarding increased profitability, learning the latest technology, and relevance and accessibility of courses. They preferred hands-on and trial-and-error methods. (SK)

Discusses the development and implementation of the United Kingdom's National Internet Accessibility Database (NIAD), how the design of the database was based on ease of use by both its target audience in higher education and those working on the database, and the approaches taken to ensure the successful implementation of the NIAD. (Author/LRW)

Critically analyzes the core ideas of chaos theory to determine whether they are worth teaching and explores the accessibility of these ideas for students. The studies are embedded in a Model of Educational Reconstruction which seeks to bring science content structure concerns and educational concerns into balance and interaction with one another. Contains 34 references. (PVD)

Describes the Indiana University-Purdue University at Indianapolis program that offers credit classes to students who attend classes in
suburban shopping centers. (IRT)

Examine the place of public services education in the professional training of archivists. Discusses what public services are; analyzes a course in public services--its objectives (accessibility, use and users, social dynamics, organization, delivery, ethics, program development and implementation), content, and methodologies; and explores the role of scholarly research within the archival studies curriculum. (PEN)

Discusses problems homeless families encounter in educating their children. Covers public policy issues regarding homeless children, such as accessibility to schools, accessibility to day care, and support for individualized educational programs. (RJC)

The designs for paperback book display and storage furniture presented in this report aim at providing physical solutions to the problems and needs generated by the use of paperbacks in education. first and foremost, they are directed toward accessibility of the books in the library, bookstores, classrooms, lounges, commons, corridors, and wherever else students may move or assemble in the school house. secondly, they are calculated to attract youngsters to reach for the books on impulse. the designs are adaptable in traditional buildings with fixed interior partitions and in buildings designed with increasing degrees of openness for team-teaching and nongraded programs. copies are available from the offices of educational facilities laboratories, inc., 477 madison avenue, new york, new york, 10022. (rk)

A review of 197 articles on special education technology research and practice found a core set of four journals contributed 55 percent of the relevant articles. Analysis of the articles revealed several themes: augmentative and alternative communication, accessibility, assistive technology, implementation issues, Internet applications, preservice teacher education, and technology integration. (Contains references.) (Author/CR)

A review was conducted of 198 articles on special education technology. While literature could be found in 28 journals, a core set of 7 contributed 70% of relevant articles. Articles revealed the following 2001 themes: accessibility, assistive technology, implementation issues, Internet use and Web resources, technology integration, and universal design.

(Contains references.) (Author/CR)

Discusses the benefits and challenges of technology in the teaching of foreign languages. Benefits include accessibility in time and space and an accessible learning process. Challenges include providing sufficient access to learning for everyone who has adequate preparation, fostering the right kinds of learning outcomes for course graduates, and dealing with spiraling costs. (10 references) (CK)

Discusses factors that have helped democratize European education. Specifically examined are compulsory education, increased geographic accessibility, socio-economic and sexual equality, and educational purpose and motivation. Also discussed is why interest in democratization of education exists in most societies around the world. (AM)

This study explored the availability and frequency of use of 14 types of technology, as well as 68 teachers’ views on what kinds would be most helpful, for students with learning disabilities. Information was obtained on: innovative uses of technology, the quality of software available, accessibility of computers, equipment needs for special education, and assistance needed by teachers. (SW)

Elrod, G. F. "Rural School-Community Partnerships: "We Take Care of Our Own!"" Rural Special Education Quarterly. v13 n1 p46-50 1994.
Advantages of school-community partnerships in developing rural transitional programs for disabled students include informal community politics that provide opportunities for educational support, accessibility of nonschool personnel, acquaintanceship of parents, strong rural work ethic, and easy identification of community resources. Provides examples of successful rural school-community partnerships delivering postsecondary transition training to students with disabilities. (LP)

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Educational radio has some advantages over television--lower costs, easier accessibility for users, use as a medium for local democracy, use with separate visuals (radiovision), applicability to aural communications such as stories or music, and incorporation into multi-media projects. (LS)

This bulletin describes the activities of the PAM Assistance Centre, a project supported by Michigan Special Education Services. The bulletin focuses on the Centre’s role in nurturing quality educational opportunities for students with disabilities. The paper outlines several challenges in adapting to the uniqueness of a child with a physical or sensory impairment, and the need for consideration of both low and high technology aids in meeting these challenges. It describes the development of the Centre as a source of information for matching available technological devices with the needs of individuals with disabilities and their caregivers. Samples of information requests received from Michigan school districts are listed, organized within the following themes: specialized support and the continuum; curriculum; emerging populations; young children; vocational; transition; and general education. The education themes of various PIAM (Physically Impaired Association of Michigan) publications are also listed. PAM Assistance Centre's other activities, including school-related presentations, promotion of accessibility, and efforts aiding personnel development, are also noted, and plans for the future are specified. (JDD)

This bulletin presents an idea for office hour scheduling to increase instructor accessibility, describes a television series that serves as a basis for a nationwide credit course, and describes steps taken to individualize general chemistry at Catonsville Community College, Maryland. (GS)

A project is being conducted to provide vocational training for severely emotionally disturbed students in the Salem, Oregon, School District. Most of the youths have previously been institutionalized, and many are retarded and have other handicaps such as learning disabilities, epilepsy, and speech and language disorders. All students qualify for special education services and attend a high school program serving students who are emotionally disturbed. Students are placed into job sites by a vocational trainer, taking into account student preferences, geographic accessibility, and student behavior. Students are first placed in nonpaid positions, then moved into paid positions when they have completed two
nonpaid training positions and are within two years of graduation. Although most students learn to do work tasks quickly, training focuses on the acquisition of associated work skills necessary to maintain the work placement. Trainers work with the students during the initial phases of training/placement, then gradually withdraw until students can work independently. Many of the 15 placements have been successful, although 8 students were fired for inappropriate behavior. The program has been functioning for five years and has demonstrated that students with serious emotional disturbances can be prepared for competitive employment in community work experience placements. (KC)

Examin es the impact of technology on school library facilities and suggests some low-impact ways to optimize its use. Highlights include considering the role technology can play; educational goals; interior environmental factors; circulation desk needs; security; storage for hardware and software; handicapped accessibility; and future planning. (LRW)

Reviews the history of the Television Service of the University of Glasgow, describes the influence of television as an educational medium, compares the use of educational television with the use of film, and considers the advantages of radio as an educational medium, particularly in light of production costs and accessibility. (JL)

Describes the trilemma of inadequate quality, accessibility, and affordability of American child care. Proposes addressing the quality sector by utilizing a model which determines adult-child ratios based upon quality of staff. Model argues the more highly qualified the program staff, the higher the quality of the overall program. (Author/SD)

Guidelines and goals are offered for pharmacy's future continuing education efforts. They concern program philosophy, goals, quality control, accessibility to pharmacists, interdisciplinary programing, shared responsibilities, funding, and academic credit. (JMD)

Fischer, F. B. "Coordination: The Need in Continuing Education." Adult Leadership. 22, 9, 288-92,312-14, Mar 74.
To achieve open education for adults, demands for accessibility, flexibility,
relevance, accountability, productivity, and measurable outcomes must be heeded. The impetus for planning and coordination between institutions should come from continuing education. Goals to be achieved are: definition of purpose, funding policy, articulation, and evaluation. (AG)


To respond to the need for information about states' provision of child care services to state employees, the National Conference of State Legislatures conducted a 50-state survey on the status of state employee child care. The survey's purpose was to quantify state efforts to increase the affordability, availability, accessibility, and quality of child care for parents employed by the state. This paper provides background information about employer-supported child care, reports the results of the survey, and provides a list of contacts in the states. It was found that half of the states provided some type of child care support for state employees. Many programs of limited scope were tests of the feasibility and effectiveness of larger programs. State legislatures in a number of states without such programs are currently considering the provision of them. The trend in state legislatures is toward a coordinated approach to family, children, and work. States recognize that efforts to improve accessibility affect the affordability of child care, and efforts to improve the affordability of child care affect its quality. High quality, subsidized on- and near-site centers have been the most common way to approach all three issues simultaneously. Because of the high costs and commitment required by such programs, employers have begun to implement alternative, cost effective approaches. (RH)


Eighty-nine special education Web sites were evaluated for accessibility errors. Most (73 percent) special education home pages had accessibility problems, and the majority of these errors severely limited access for individuals with disabilities. The majority of the errors can be easily corrected. Recommendations and methods for improving accessibility are discussed. (Contains references.) (Author/CR)


Institutions of higher education and Counseling Education Programs (CEs) use the World Wide Web to disseminate and gather information. On-line barriers limit the accessibility of the WWW for students with disabilities. This study evaluates the accessibility of CE home pages. Results indicated that most (81.7%) CE home pages had accessibility problems, and the majority of these problems were severe problems. (Contains 22

The chief providers of adult continuing education in Britain are dependent on central government policy and financial support. In the new world of the 1990s, a needs-based rather than enterprise strategy should strive for accessibility, coherence, and quality, with the focus on the adult learner. (SK)


"This report identifies and describes trends in the accessibility of secondary education to the disadvantaged segments of the French population." (Author)


The Bilingual Vocational Training model delivers vocational education to limited-English-proficient students through recruitment, intake and assessment, bilingual instruction, support services, and job placement. The Perkins Act expands the mandate for serving this population, focusing on accessibility, quality, and coordination. (SK)


The Lehigh Valley (Pennsylvania) Conservancy considers questions of suitability and accessibility first in designing environmental education activities for elementary school students. Several programs are summarized, and experiences with mainstreaming disabled children in outdoor activities are discussed. (Author/WB)


Since the 1970s, each presidential regime has presented an educational modernization reform program for Mexico. Although the various reforms have widened educational opportunities, the quality of education has continued to deteriorate because of student and teacher desertion, a low scholastic progress index, accessibility problems, lack of an adequate educational infrastructure, and excessive bureaucracy in administering education. (10 references) (MLH)


Describes the following aspects of information and learning technology
strategies in British further education colleges: accessibility, delivery, student support, skill development, and materials. (SK)

Discusses challenges that arise in creating school entranceways that meld accessibility with attractiveness, noting the importance of considering both aesthetic impact and the design mandates of the Americans with Disabilities Act (ADA). Creative solutions include tying a walkway into a progressive stair; incorporating the ramp into a masonry wall; incorporating the ramp into the design of a stairway system; and using plantings to create a shielding screen. (SM)

Contains the text of the Presidential Address to the Association for Science Education and answers the two questions: why does education matter? and why does science education matter? (MKR)

Discuss the higher education system in Nevada. Identifies characteristics of an ideal distance education delivery system, including cost effectiveness, accessibility to telecommunications lines and instructional materials, interactivity, flexibility, and user-friendliness. Also describes SMART, a personal computer-based audiographics system that meets these characteristics. (AEF)

Three experiments with 120 college undergraduates and 62 seventh graders examined the utility of inserting a delay between reading an advance organizer and its related text. A moderate delay may enhance the effects of advance organizers. Results support an "accessibility" hypothesis and do not support a "rehearsal" hypothesis. (SLD)

Although this State Legislative Report is not intended to be a comprehensive or exhaustive report of funding methods used by all 50 states, it does present several examples of the alternatives states use to finance child care and early childhood education programs. Discussion focuses on background issues, child care fiscal policies, early childhood education fiscal policies, and approaches designed to coordinate child care and early childhood education. It is concluded that a variety of state
strategies exist to fund child care and early childhood education programs. However, since the programs are tied to different social goals and administered by different agencies, state spending strategies for child care are generally independent of those for early childhood education. In some cases, states are beginning to look for methods of coordination to minimize expenditures. In the future, the major challenge facing the states will be to pursue fiscally responsible child care and early childhood education policies that ensure the availability and accessibility of quality services for the growing numbers of children and families who will need them. (RH)

This status report on instructional software accessibility for individuals with disabilities notes current initiatives to further instructional technology accessibility and reports on a survey of 19 major companies producing instructional software. Only two responses reflected awareness of accessibility considerations and all the remaining reported no company efforts to address accessibility in product development and marketing. (DB)

The history of the American system of community colleges is chronicled. It is praised as a potential alternative to traditional postsecondary education in Great Britain for its combination of comprehensiveness of scope, flexibility of scheduling and offerings, accessibility, and the heterogeneity of the student body. (MSE)

The study and implementation of an online facilities management system at Clemson University that was designed with distributed processing in mind is described. The system provides for centralized data, assignment of data responsibility, increased data accessibility, and audit trail. Security considerations and mini- and microapplications are discussed. (Author/MLW)

Reports national survey results of large school districts' policies on participating in research projects originating outside the district. Included are excerpts from specific school district policies and a report on data accessibility by William G. Monahan of the University of Iowa. (DR)

   Discusses 12 questions that teachers and administrators should ask when evaluating educational software. Considers points such as the consistency with the curriculum, the appropriateness of media and activities, the opportunity for practice and review, the allowance for social interaction, and the accessibility to students. (SR)

   Lists factors, such as money, job prospects, confidence, accessibility and social factors, which may inhibit working class demand for higher education and offers some possible solutions. (JOW)

   Discusses the role of institutions of higher education in the provision of assistive technology to meet students' needs. New forms of assistive technology, especially digital applications, are raising new issues of accessibility. Professionals at institutions of higher education must be well informed about technology changes to enable students and to ensure that barriers to participation are removed. (SLD)

   Discusses the advantages dome architecture gave to a new school technology center in Rock Port, Missouri. Advantages cover energy cost savings, lighting, storage space, aesthetics, accessibility, and convenience. (GR)

   This article reports the evaluation of a walk-in student advising system designed to meet students' needs for accessibility, advising, and close interaction with advisors. The walk-in advising system is reported to be well-used, and to address the need for both information and good student-advisor relationships. (TE)

   Administrators contemplating the implementation of an undergraduate paraprofessional academic advisement program have much to draw upon in assessing the advantages of such a program, including effectiveness, economy, availability, accessibility, flexibility, and organizational input brought about through peer group membership. (Author)

Eleven articles on professional continuing education are presented. Titles and authors are as follows: "Teacher Perceptions of Roles of University Instructors" (Alvin M. Kilgore, L. James Walter, Charles Moore); "Non-Traditional Education and Institutional Reform" (Willis D. Moreland); "Basic Bifurcation in Adult Education Policy and Practice" (Gordon C. Godbey); "An Analysis of the Potential of the Telephone as a Viable Instructional Tool" (Charles Koelling, Richard Robinson); "The When, Where, What and How of Planning Inservice and Professional Meetings" (Richard Fletcher, Jr., Margaret S. Phelps); "Balancing Quality and Accessibility: What Impact Does Regulation by a State Agency Have on Off-Campus Credit Programs?" (Michael A. Falcone, David K. Keymer); "Effects of H.I.P. Program on Attitudes toward Professors" (Carl C. Fehrle, Neila Pettit, Terry Ten Brink); "Off-Campus: Beyond the Carnegie Unit!" (John J. Dlabal, Frank W. Lanning, Leonard Pourchot); "Indiana--Cooperative Efforts toward Excellence in Continuing Education" (Donald Rininger); "A Continuing Education Paradigm for School Board Members in Rural Areas" (Leo McGee, Margaret Phelps, Larry Peach); and "In-Service for Administrators" (Arthur G. Kupisch, Peter J. Murk). (SW)

Examines the rhetoric of family literacy focusing on restricted programs (family literacy programs that combine adult basic education for parents and early literacy) in relation to five issues: (1) the usage of the term family literacy; (2) targeting restricted programs to selected families; (3) program accessibility; (4) educational effects; and (5) socio-economic effects. (CMK)

Federal regulations regarding access to higher education for the handicapped are considered in the absence of definitive guidance from the government. Topics include: physical accessibility, recruitment activities, admissions tests, financial aid, off-campus housing, and student health insurance. (Author/JMD)

Examines the relation between opportunity for promotion in work organizations and promotion attitudes. Reveals that effects of opportunity variables on promotion attitudes are significant even when age, education, and gender are controlled. Argues that one dimension of opportunity is embodied in workers perceptions of fairness and accessibility of promotion awards. (Author/DHP)

This report of the Rhode Island Kids Count organization details the state's infant and preschool child care, components of quality care, and state policies to increase the supply of quality care. The report begins with a discussion of the importance of providing good quality child care to enhance healthy child development, especially brain development. This section describes types of infant and preschool child care, the benefits of early care and education for low-income children, and Head Start accessibility. Quality child care is described as linked to wages and benefits, licensing, accreditation, professional development, staff qualifications, child to staff ratios, group size, and caregiver stability. Also discussed is the connection of quality child care with successful welfare reform. The report delineates by city/town and for the state as a whole the percent of eligible children enrolled in Head Start and children under 6 years enrolled in the Family Independence Plan and the number of licensed child care slots for children under 6 years. In addition, the report outlines state policy changes aimed at increasing the supply of quality care. The report describes quality child care in Rhode Island as linked to (1) affordability; (2) improving child care subsidy systems; and (3) an adequately funded early care and education system. The report concludes with contact information for several Rhode Island organizations committed to promoting quality child care. Contains 13 references. (KB)


Designed for advisors, administrators, and others who may assist disabled students in finding financial assistance for postsecondary education, this newsletter presents a discussion of the current status of federal financial aid legislation and related Vocational Rehabilitation agencies. Topics include private scholarship information, a 1983 conference calendar, information about student design and playwriting competitions, and recommended reading concerning employment for disabled students. In addition, recent newsletters, conferences, reports, fact sheets, resource guides, training modules, and other new resources focusing on events and issues affecting the lives of students with disabilities are briefly described. The final section presents questions and answers concerning LSAT examination adaptations for the disabled, the responsibilities of a university to assure accessibility of fraternities and sororities, and career planning for students who are profoundly hearing impaired. (LH)


Describes attributes of educational facilities that (1) influence occupants'
performance (physical factors, task-related factors, user-friendliness, organizational qualities); (2) convey subtle messages (design statements, accessibility, spatial factors, aesthetics); and (3) influence programs and their delivery (technology, learning-style factors). (SV)


Curriculum reconstruction for maximum accessibility increases rate of student learning. Reorganization should be accomplished by one genuinely involved and personally committed to the subject matter. Teachers, insightful and aware of similarities and diversities of the learner, can create an environment which draws children to it, satisfying their quest for knowledge. (BP)


The role of the Pacific Islanders' Educational Resource Centre (New Zealand) in developing a listening activities resource kit is described. The objectives were for cultural relevance to Pacific Islanders and Southeast Asians learning English, suitability for cultures with strong oral traditions, economy and accessibility, and simplicity of use and administration. Activities are included. (11 references) (LB)

Heffron, T. and P. Smeltzer "Vocational Opportunities for People with Disabilities." Wisconsin Vocational Educator. v14 n3 p2-3 Fall 1990.

Discusses accessibility for disabled persons to vocational programs in secondary and postsecondary schools in Wisconsin. Explains the mandates of the Carl D. Perkins Vocational Education Act regarding individuals who are handicapped. (JOW)


The authors estimate the costs to public schools of implementing the PL 94-142 and Section 504 mandates. They consider both quantitative costs, due to increased numbers of students with various handicapping conditions, and qualitative program costs: Individualized Education Program (IEP) conferences, architectural accessibility, due process hearings, and litigation. (SJL)


This theme issue focuses on family-centered practices and policies for service delivery. The first article, "Family-Centered Service Delivery," reports on a study of 130 published sources in education, social work,
nursing, psychology, occupational therapy, and related disciplines, which found that the key components of family-centered philosophy and practice were: (1) focusing upon the family as the unit of attention; (2) organizing assistance collaboratively; (3) organizing assistance in accordance with each individual family’s wishes; (4) considering family strengths; (5) addressing family needs holistically; (6) individualizing family services; (7) giving families complete information in a supportive manner; (8) normalizing perspectives; and (9) structuring service delivery to ensure accessibility, minimal disruption of family integrity, and routine. Another article, "Measuring Family-Centered Practices," details the findings of a survey of 443 parents of children with disabilities that found the three most desired early intervention staff behaviors were listening to families, treating families with respect, and accepting families as important team members. A third article "Family-Centered Statutory Policy," discusses findings from a study that evaluated family-centered statues in North Carolina and identified 24 quality indicators of exemplary family-centered legislation. The newsletter also describes a Head Start program for Native American children and strategies that staff can use to use it with families.

Hill, J. L. "Accessibility: Students with Disabilities in Universities in Canada." Canadian Journal of Higher Education. v22 n1 p48-83 1992. A survey of 46 major Canadian universities assessed the population of students with disabilities, the nature and extent of special services offered to this population to improve access to higher education, specific policies and policy differences across institutions, and degree and variation in physical accessibility for students with disabling conditions. (MSE)

Hiltz, S. R. "The "Virtual Classroom": Using Computer-Mediated Communication for University Teaching." Journal of Communication. v36 n2 p95-104 Spr 1986. Describes a long-term project to develop computer conferencing in specific university courses and to supplement traditional classrooms. Asserts the approach can increase teacher accessibility. (MS)

Hirschman, C. "Political Independence and Educational Opportunity in Peninsular Malaysia." Sociology of Education. v52 n2 p67-84 Apr 1979. Chronicles the rapid growth in educational achievement and equality which has taken place in Malaysia as a result of political independence in 1957. Theorizes that the policies of the independent government, particularly in the area of greater accessibility of primary schooling, are largely responsible for the reduction of educational disparities. (Author/DB)

Hitchcock, C. "Balanced Instructional Support and Challenge in Universally Designed Learning Environments." Journal of Special Education Technology. v16 n4 p23-30 Fall 2001. This article suggests a future where accessibility and the universal design
of the education environment is no longer an issue and the focus is on universal design for learning. The supports necessary to ensure progress will, from the very beginning, be built into the instructional methods and learning materials. (Contains 1 reference.) (Author/CR)


Suggests that one way to counteract the negative effects of violence on Head Start children is to employ a program of early prevention education. Describes NHSA’s Partnership Project to expand the mental health component at Head Start sites, noting five issues that must be addressed: approach, adequate staffing, referral process, accessibility, and training. (HTH)


Investigated how health educators could improve literature searches and increase the accessibility of their research to others. A frequency count of databases indexed 84 health education journals and analyzed the 16 top indexes for journal coverage. Results indicated that selecting the appropriate indexes can help health educators more effectively search the literature and publish in the most appropriate journals. (SM)


Constitutional doctrines (First Amendment religious clauses and Fourteenth Amendment equal protection clause) and factual issues are discussed, including: policies and procedures for recognition of student groups, facilities accessibility for students, literature distribution on campus, student activities accounting, and nonstudent speaker policies. (AVAIL: School of Law, Valparaiso University, Valparaiso, Indiana 46383, $4.50) (MSE)

Howell, R. "Mount Royal. Where Islands Move the Media." Canadian University and College. 8, 2, 33-34, Mar/Apr 73.

The Learning Library at Mount Royal College features 6 Resource Islands scattered throughout the library that decentralize library and media services and make for optimum accessibility of library resources. (Author/PG)


Using the examples of Owen D. Young School in Van Hornesville, New York, and the Tonawanda City school district in Buffalo, New York,
describes how school planners should take the accessibility standards mandated by the Americans with Disabilities Act (ADA) into account when renovating. (EV)


Presents the instructional design aspects of a multimedia course delivered online via the Internet in a distance learning program at the Universiti Sains Malaysia. Reports results of a preliminary study that showed student perceptions toward online distance education focused on accessibility and presentation rather than pedagogical techniques and interactivity. (Contains 17 references.) (Author/LRW)


Concludes that Israel's external high schools resolve a policy dilemma: their accessibility and parallel teaching methods ostensibly provide equal educational opportunities to dropouts preparing for the critical matriculation examinations, but their graduates' low success rate does not threaten the legitimacy of the regular school system. Contains 13 references. (SV)


Describes the notion of second chances and its application to education. Presents a framework for evaluating second-chance programs based on accessibility and selection, adjustability of applicants, adjusted educational methods, productivity, accreditation, and acknowledgement. Examines possible illusions and rituals preventing a genuine second chance. (20 citations). (MAB)


Compares academic libraries in Japan and Australia in three areas: general background (number of libraries, financial support, size of collections, and student/staff ratios); the role of libraries (services offered, library instruction, accessibility, library cooperation, and expenditures); and library staffs (qualifications of directors, staff positions, and educational requirements). (CLB)


Addresses specific mainstreaming methods for each category of disability, including issues of instruction, accessibility, attitudes, and support
services. (SK)


Janssens, F. J. G. and F. L. Leeuw "Schools Make a Difference, but Each Difference Is Different: On Dutch Schools and Educational Equality: Trends and Challenges." Peabody Journal of Education. v76 n3&4 p41-56 2001. Examines the pros and cons of variety in Dutch schools, noting possible consequences for educational quality and accessibility and the impact on social cohesion. The paper asserts that variety is extremely desirably in general and should be encouraged to promote innovation, cautioning that differences between schools should be tolerated as long as schools ensure that their statutory assignments and function within the education system are not harmed. (SM)

Johnson, S. and S. E. Rubin "Section 504 and Higher Education." Rehabilitation Literature. v43 n1-2 p16-19 Jan-Feb 1982. Among the effects of Section 504 are increased funding to promote accessibility and increased enrollment of the disabled in higher education institutions. Costs related to implementation involve campus accessibility or renovation, program accessibility, and supportive services. (SB)

Johnstone, B. "Reauthorization: Expect a Careful Exam." AGB Reports. v32 n5 p6-11 Sep-Oct 1990. In the coming reauthorization of the Higher Education Act, Congress will carefully examine the purpose, accessibility, process, and administration of student aid program. The deliberations promise to be extensive. Eight specific student aid policy issues to be addressed are identified. (Author/MSE)

Jones, E. B. and J. L. Wattenbarger "A Plan for Community Colleges in Jamaica." Community, Technical, and Junior College Journal. v61 n1 p31-33,36 Aug-Sep 1990. Offers a three-point plan for increasing the effectiveness of Jamaica's community college system. The plan consists of a mission statement, a design for three additional colleges, and a financial model to ensure program enhancement, institutional continuity, and greater accessibility. (DMM)
Needs of French immersion programs in Alberta, Canada, are discussed, including teachers, preservice and inservice teacher training, instructional materials, program accessibility, support organizations, research and evaluation, administrative and political support, school and school district support services, secondary school programs, postsecondary opportunities, cocurricular activities, and public relations. (Author/MSE)

Successful facilities management is described as based on a 10-point comprehensive program including: (1) physical planning policy; (2) facilities analysis; (3) management audit; (4) space utilization; (5) capital programs; (6) deferred maintenance; (7) controlled maintenance; (8) energy conservation; (9) environmental quality, health, and safety; and (10) handicapped accessibility. (Author/MLW)

Surveys the opportunities for research in lesbian literature. Notes the vast amount of basic work yet to be done in this field as a result of past neglect, the limited accessibility of biographical and resource materials on lesbian writers, and the negative effects of homophobia. (RL)

Examines some key areas that school administrators need to consider when creating new, or updating old, school spaces for students and staff. Design considerations encompass space management, building flexibility, technology integration, school accessibility to the disabled, sensitivity to the environment, and cost effectiveness. (GR)

Discusses educational facility planning for windows and doors that helps ensure long-term performance. Planning issues cover energy efficiency, accessibility, aesthetics, security, and costs and quality. Screen-repair tips are highlighted. (GR)

Discusses the factors that educational facilities managers must consider when selecting doors and windows for their buildings. These include
finding a balance in terms of security, energy efficiency, accessibility, aesthetics, and durability; cleaning and maintenance; and noise issues. (EV)

Twelve 1996 issues of "Exceptional Parent" magazine provide a variety of articles and resources on parenting the child or young adult with a disability. The January issue is a resource guide, with directories of national organizations, associations, products, and services. The February issue focuses on early childhood, including articles on parents' struggles with insurance companies, daycare, and car seats and strollers. The March issue's emphasis is on mobility and includes articles on wheelchairs and transportation. The main topic of the April issue is vacation and travel, including airplane travel, accessibility struggles, and international travel. The May issue highlights recreation and includes articles on participation in sports, accessible playgrounds, the 1996 Paralympics, and sports wheelchairs. The June issue is the 25th anniversary issue and includes articles from parents on child rearing and a progress review of advocacy efforts, television awareness and access, and mobility and communication advances. How to juggle family and career is the featured topic of the July issue. The emphasis of the August issue is on health care, including articles on positive experiences with health professionals, vaccinations, alternative treatments, and managed care. The September issue features education, with articles on inclusion, myths about special education, and private education. October articles are on safe and appropriate toys for children with disabilities. Technology is the focus of the November issue. The December issue addresses living in the community, including articles on supportive housing and telemedicine. (CR)

Jewish cultural tradition shows strong support for lifelong learning and study for its own sake. Basic principles of Jewish education include functionalism (life change resulting from education) and accessibility (all are entitled to education). (SK)

Lake, K. E. "The Time Has Come." Lifelong Learning: The Adult Years. 1, 5, 8-9,33, Jan 78.
Some of the many continuing education programs funded by the Kellogg Foundation in the past year are described, such as credentialing for experiential learning, improving the accessibility and quality of adult education, counseling and referral, and continuing education opportunities for professionals. (MF)

Conventional wisdom that non-college-bound students are deficient in employability skills fails to consider labor market instability and job accessibility for low-income youth. School-to-work transition, job creation, and community building in urban areas can be enhanced through entrepreneurship education. (SK)

A study examined 127 teachers' assessments of the trustworthiness, usability, and accessibility of intervention information obtained from other teachers or colleagues, workshops, college courses, and professional journals. Teachers generally rated their colleagues and workshops not only as more accessible but as providing more trustworthy and usable information as well. (Contains references.) (Author/CR)

Discusses school site planning and policies and the problem of school sprawl. Cutting down on free parking to help reduce school sprawl is explored as is why planners and educators should think about public accessibility when designing schools. (GR)

Lauzon, A. "Enhancing Accessibility to Meaningful Learning Opportunities: A Pilot Project in Online Education at the University of Guelph." Research in Distance Education. v3 n4 p2-5 Oct 1991.
The University of Guelph's experiences in using computer-based instruction and computer conferencing to make education accessible to distant learners illustrate how such problems as computer anxiety, technical difficulties, and technical delays affect access and learning. (SK)

The publisher of one of the nation's ten largest newspapers discusses distrust of the media. He emphasizes that newspapers must strive for fairness, accuracy, completeness, aggressiveness, accessibility, and compassion. A review of the educational coverage in the Detroit Free Press from September 1985 through August 1986 is presented. (MT)

This document consists of the eleven issues of the "Journal of Postsecondary Education and Disability" issued from 1987 through 1990. Ostensibly a quarterly, the journal had only two numbers in 1987, three in 1989, and two in 1990. Some feature articles during this period have the
following titles and authors: "Perception of Tutoring Services by Mainstreamed Hearing-Impaired College Students" (Michael S. Stinson);
"Characteristics of Students with Learning Disabilities Who Take the ACT Assessment under Special Conditions" (Merine Farmer and Joan Laing);
"Faculty Inservice Training: Impact on the Postsecondary Climate for Learning Disabled Students" (Mary Morris et al.); "Learning Disability College Programming: A Bibliography" (Stan F. Shaw and Sarah R. Shaw); "The Other Minority: Disabled Student Backgrounds and Attitudes toward their University and Its Services" (Alrich M. Patterson et al.); "Using computers to Present 'Woodcock-Johnson Psycho-Educational Battery' Results to Postsecondary Students with Learning Disabilities" (William N. Margolis); "Effective Counseling Techniques for LD Adolescents and Adults in Secondary and Postsecondary Settings" (Lynda Price);
"Establishing Dialogue: An English Professor and a DSS Coordinator Discuss Academic Adjustments--Part 2" (George Vincent Goodin and Sam Goodin); "Disabled but Able To Work: Federal Initiatives in Training Young People with Disabilities in Employment" (Dale Brown); "Career Decision-Making Attitudes of College Students with Learning Disabilities" (Ernest F. Biller); "A Five-Year Analysis of Disabled Student Services in Higher Education) (Marie T. Sergent et al.); "Methods of Adapting Computers for Use by Disabled Students" (Betty A. S. Keddy); "Disability Simulation Using a Wheelchair Exercise" (David Pfeiffer); "Sex Group Membership as a Confounding Factor in Handicapped Students' GRE General Test Performance" (Randy Elliot Bennett et al.); "Factors Influencing the Academic and Social Integration of Hearing Impaired College Students" (Susan Foster and Paula Brown); "A Survey of Faculty Attitudes and Accommodations for Students with Disabilities" (Yona Leyser); "Assessing Library Accessibility: Suggested Guidelines" (John W. King); "The Effect of Word Processing on a Dyslexic Artist's Composition" (Loretta Cobb and Wilma Mims). References accompany most articles. (DB)


Investigates the extent to which external pressures on community colleges have affected the traditional mission of educational access. Findings show that the community colleges in Alberta, Arizona, British Columbia, California, Oregon, and Washington resisted restructuring and retrenchment to preserve student access. Contains 1 data table and 42 references. (JDI)


Introduces concepts of accessible Web design and describes how Web designers can build sites accessible to people with disabilities. Provides legal and economic rationales, describes principles of universal design
and guidelines from the World Wide Web Consortium's Accessibility Initiative, and includes selected resources. (Author/LRW)

Lilly, E. B. and C. Van Fleet "Measuring the Accessibility of Public Library Home Pages." Reference & User Services Quarterly. v40 n2 p156-65 Win 2000. Evaluated the home pages of Hennen's 100 greatest public libraries for accessibility by people with disabilities. Explains library selection, which was based on HAPLR (Hennen's American Public Library Rating) Index Scores; and discusses accessible Web design and the Americans with Disabilities Act, universal design, and measuring accessibility. (Author/LRW)

Lombard, R. C. "A Survey of Accessibility to Secondary Vocational Education Programs and Transition Services for Students with Disabilities in Wisconsin." Career Development for Exceptional Individuals. v15 n2 p179-88 Fall 1992. A survey of 100 Wisconsin secondary schools found that students with disabilities did not use a full range of vocational programs, that only 37 percent of students had participated in vocational assessment activities, and that half had vocational goals included in their Individualized Education Programs. Results are discussed in terms of access and equity issues. (DB)

Lookatch, R. P. "The Ill-Considered Dash to Technology." School Administrator. v53 n4 p28-31 Apr 1996. Educational media offer no unique benefits. Once research considers lesson content, instructional strategies, and overall resource allocation, student outcome differences will disappear. The multimedia "panacea" is no equalizer, as accessibility problems abound. Schools should invest in cheaper, less fashionable instructional strategies (field experience, role playing, debates, hands-on research, or printed materials). (MLH)

Lorenzo, G. "Learning Anytime, Anywhere...for Everybody? Making Online Learning Accessible." Distance Education Report. v5 n11 p1,3 Jun 1 2001. Considers Web accessibility issues for the disabled and the need for colleges and universities to make distance education programs compliant with pertinent sections of the Rehabilitation Act and the Technology Related Assistance for Individuals with Disabilities Act. Describes the Department of Education's position and offers resources on accessibility. (LRW)

Lotto, L. S. "The Unfinished Agenda: Report from the National Commission on Secondary Vocational Education." Phi Delta Kappan. v66 n8 p568-73 Apr 1985. Reviews the National Commission on Secondary Vocational Education's findings regarding present attitudes, developing trends, and desirable goals associated with vocational education. Topics of discussion include vocational education's worth, status, flexibility, popularity, accessibility,
equity, curriculum, teachers, program standards, interinstitutional compatibility of programs, leadership, and opportunities for field-based learning. (PGD)

Reporting briefly on the state of classroom films as determined by a project reviewing educational and feature films dealing with Latin America, this report offers suggestions for improving the accessibility and quality of audio-visual materials. (SM)

Compared self-guided slide/tape (ST) and Web page (WP) instruction in normal radiographic anatomy of periapical and panoramic images using objective test performance and subjective preferences of 74 freshman dental students. Test performance was not different between image types or presentation technologies, but students preferred WP for accessibility, ease of use, freedom of navigation, and image quality. (DB)

The Congress of South African Trade Unions sought to include prior learning assessment in education and training as a mechanism for redressing inequities. Issues that arose included worker representation in implementation, linkage to accreditation and training opportunities, accessibility, and support and guidance for workers. (SK)

The dramatic improvements at New York Law School are primarily because of the efforts of Dean Donald Shapiro. Increased financial support, quality curriculum, promotion of the school, facility improvement, unique programs allowing greater accessibility to students, renowned speakers, and an urban law emphasis are among the changes. (JMD)

The California Department of Education recently sponsored two studies on the needs of chronically ill children and their families. The most serious problem these children faced was feeling different. Parents were also concerned by inadequate funding, services, staffing, and staff awareness. Educators should increase their sensitivity, change funding formulas, ensure school site accessibility, and provide encouragement. (MLH)

An essay by a high school student with Friedreich's Ataxia (a progressive neurological condition) describes her experiences growing up handicapped, her educational goals, and the importance of environmental and architectural accessibility. Journal availability: see EC 114 125. (CL)


In meeting the legal and judicial requirements for admitting students with disabilities (SWD), both institutions of higher education and the SWDs they serve face a variety of problems. These problems are discussed in five categories: tepid involvement by the administration, accessibility, supportive services, attitude of faculty members and the university community, and other general problems. (MKA)


Assessed efforts of 155 colleges to assure program accessibility for students with physical and learning disabilities. Results showed a serious effort is being made to carry out regulations of the Rehabilitation Act of 1973. A variety of special services were offered, all funded in part by the institutions. (Author/JAC)

Markoff, J. E. "This Week: Who's In Front?" InfoWorld. v5 n44 p32-33,35-36,38 Oct 31 1983.

Discusses the current microcomputer revolution, focusing on issues related to equal accessibility to the vast array of information technologies that are currently transforming our society. A comparison of schools which have and do not have microcomputers is included. (JN)


A centralized office of student services was developed in a college of education to provide academic advice. The office aids students in adding or dropping courses, making degree plans, evaluating transfer work, applying for admission and certification, clarifying graduation and student teacher requirements, and general programmatic counseling. The office has four faculty members who serve as Director of the Office of Student Services, Director of Student Teaching, Director of Early Field Experiences, and Director of International Students. There are also advisors for degree plans and teacher certification. The positive aspects of this operation include the easy accessibility to students and faculty which results from the personnel being physically housed in one central area. Better communication among the personnel responsible for administering
the services has reduced student frustration and has increased staff efficiency. (JD)

In light of the worldwide access to English language broadcasts, the interest-value of news clips and their usefulness as educational tools is examined. It is suggested that news broadcasts incorporated into a careful task-design can extend both the accessibility of input and the complexity of output for various proficiency levels. (JL)

Elevator installation should be a primary consideration in planning modernization and renovation, especially now that strict barrier-free legislation is in effect. (Author)

Interviews with three people who use wheelchairs (aged 10, 41, and 72) revealed they were not well informed about Americans with Disabilities Act standards and their civil rights; they were knowledgeable about architectural accessibility. The perceptions and experiences of these different age groups can help occupational therapists provide education and empowerment for clients. (SK)

Discusses the accessibility of networked information services, i.e., NREN (National Research and Education Network), and suggests a focus on research in two particular areas to identify and meet the information needs of network users: (1) a conceptual description of the academic networked environment, particularly from a user perspective; and (2) the development of performance measures. (LRW)

Explores the accessibility, use, and perceived needs toward computing technologies of elementary and secondary science teachers in two large rural school districts. Data analysis indicates significant differences in many areas between elementary and secondary teachers' responses. Discusses implications for science teacher education and research for rural schools. Contains 32 references. (Author/JRH)

The growing accessibility of distance learning has potential to enhance and improve the capabilities of people with disabilities and help them meet lifelong learning goals. (Includes comments by House and McLaren.) (SK)


Examines the 1997 Amendments to the Individuals with Disabilities Education Act noting the law's alignment with standards-based reforms and new provisions in four areas: individualized education programs, state performance goals, student assessments, and funding. Discusses content standards and the general education curriculum, case studies of implementing standards, and accessibility of the general education curriculum. (DB)


Describes the collaboration between Wake Technical Community College and the Wake County Public School System in developing an evening program for working adults. Discusses the program's growth, success in partnership, accessibility of education, and the opportunities it offers the community. (VWC)

McNeil, D. R. "Continuing Education in Nursing within the University." J Continuing Educ Nursing. 1, 2, 8-11, Jul '70.

The present educational system for nursing personnel does not promote or facilitate upward mobility. The university must find a way to increase the accessibility and availability of degree opportunities to the nurse while at the same time preserving the standards necessary for continued legitimacy of the programs themselves. (PT)


Four issues of this newsletter on information technology and disabilities (ITD) contain the following articles: "Building an Accessible CD-ROM Reference Station" (Rochelle Wyatt and Charles Hamilton); "Development of an Accessible User Interface for People Who Are Blind or Vision Impaired as Part of the Re-Computerisation of Royal Blind Society (Australia)" (Tim Noonan); "The Electronic Rehabilitation Resource Center at St. John's University (New York)" (Bob Zenhausern and Mike Holtzman); "The Clearinghouse on Computer Accommodation (COCA)" (Susan Brummel and Doug Wakefield); "ITD Technotes: Speech Synthesis" (Alistair D. N. Edwards); "Project Link: Consumer Information for Persons with Disabilities" (William C. Mann); "C-Note: A Computerized
Notetaking System for Hearing Impaired Students in Mainstream Post-Secondary Education" (Andrew Cuddihy and others); "What's Next in Adaptive Technology: MagNum--A Digital Recording Personal Assistant" (Dick Banks); "Ten Years of Computer Use by Visually Impaired People in Hungary" (Terez Vaspori and Andras Arato); "Rehabilitation and Remediation in Educational Disability: The Use of the Direct Access Reading Technique" (Sheila Rosenberg and Robert Zenhausern); "ITD Technotes: Braille Displays" (Gerhard Weber); "Math and Science Symposium at Recording for the Blind" (Richard Jones); "AsTeR: Audio System for Technical Readings" (T. V. Raman); "A Graphical Calculus Course for Blind Students" (Albert A. Blank and others); "Ensuring Usability in Interface Design: A Workstation To Provide Usable Access to Mathematics for Visually Disabled Users" (Helen Cahill and John McCarthy); "MathTalk: Usable Access to Mathematics" (Robert D. Stevens and Alistair D. N. Edwards); "The Use of Laser Stereolithography To Produce Three-Dimensional Tactile Molecular Models for Blind and Visually Impaired Scientists and Students" (William J. Skawinski and others); "Computer Based Science Assessment: Implications for Learning Disabled Students" (David D. Kumar); "Books for Blind Students: The Technological Requirements of Accessibility" (William A. Barry and others); and "Increasing the Representation of People with Disabilities in Science, Engineering and Mathematics" (Sheryl Burgstahler). Individual issues also contain new items, reviews, and calls for papers. (DB)


Four issues of this newsletter on information technology and disabilities (ITD) contain the following articles: "Developing an Accessible Online Public Access Catalog at the Washington Talking Book and Braille Library" (Charles Hamilton); "Assistive Technology in the Science Laboratory: A Talking Laboratory Work Station for Visually Impaired Science Students" (David Lunney); "Integrating Hypermedia and Assistive Technology: An Overview of Possibilities" (Bob Perkins); "Computer-Assisted Learning and Language-Impaired Children" (Robert Ward); "Audio Description--Seeing Theater with Your Ears" (John Miers); "Technological Access and the Law" (L. Scott Lissner); "Access to GUIs (Graphical User Interfaces): Setting Accessibility Standards for Computer Systems" (Doug Wakefield); "Maintaining Lynx to the Internet for People with Disabilities: A Call to Action" (Richard Seltzer); "Introduction: Information Technology and Access to Libraries: A Special Issue" (Tom McNulty); "Enhancing Library Service for Patrons with Disabilities through Staff Sensitivity Training and Specialized Bibliographic Instruction" (Marilyn Graubart); "The A-D-A-P-T-A-B-L-E Approach: Planning Accessible Libraries" (Alan Cantor); "The Rise of the Graphical User Interface" (Alistair D. N. Edwards); "Universal Access and the ADA (Americans with Disabilities Act): A Disability Access Design Specification
for the New UCLA (University of California at Los Angeles) Library On-Line Information System" (Daniel Hilton Chalfen and Sharon E. Farb); "Access to Library Internet Services for Patrons with Disabilities: Pragmatic Considerations for Developers" (Courtney Deines-Jones); "Levelling the Road Ahead: Guidelines for the Creation of WWW Pages Accessible to Blind and Visually Handicapped Users" (Judith M. Dixon); and "Recording for the Blind and Dyslexic: The Development of an Internet Accessible Online Catalog" (Steve Noble). Individual issues also contain news items, reviews, and calls for papers. (DB)


Presenting an international perspective on non-formal education development efforts for women, this booklet contains (1) an article on women in development, (2) highlights of nonformal education projects for women, and (3) a bibliography of documents and journals on world-side issues related to women in development. The article is an overview of what some aspects of development have meant to women and the varying perceptions of what is needed to assist women and why. Focus is on those issues and features of planning which appear to be shared by programs on all continents and in all sectors. Major topics are the following: the integration of women in development (recognition of their role in society and their potential contribution to national development); planning considerations (research needs, priorities for types of programs, learner-centered approaches, and accessibility); and persistent dilemas (equity and segregation, traditional vs. nontraditional roles, and cultural integrity and human rights). The major conclusion is that the problems encountered in integrating women in development programs are the same as those faced by any nonformal education program. In the project highlights section, 200- to 300-word descriptions are given of eleven different nonformal education programs for women in developing nations. Each includes description of the cultural context, activities, and results. The selective bibliography cites seventy-one documents, each with a brief annotation, eleven journals and newsletters, and eighteen special issues of other journals and newsletters focusing primarily on women. Emphasis is on literature with the broad international perspective as opposed to that concerned with specific continents or sectors. (JT)


To avoid underuse, inaccessibility, and obsolescence when choosing, purchasing, and using technology, educators should maximize the number of students sharing machines, build technology into the curriculum, ensure continuous accessibility, network computers, and build physical plant considerations into their purchase plans. A single high-end machine with a
projection device can involve an entire classroom in solving a math problem or understanding a scientific concept. (MLH)

The purpose of this study was to examine the state level, district level, and school level education accountability data that were made available on selected State Department of Education Web sites in 2000-2001. The issues of interest were: (1) differences in reported indicators on the education report cards produced in Alabama, Georgia, Kentucky, Mississippi, and Tennessee; (2) implications of these differences, if any; and (3) the accessibility and availability of the report cards and related data. The states considered in this study produce and disseminate over the Internet several different types of report cards as components of their accountability procedures. Content analysis was selected as the most appropriate method of studying these sites. A description is given of the data provided by each state. With the exception of Kentucky, there were many similarities among the indicators reported by each state in this analysis. Report cards for each state included an indicator for per pupil expenditure, total student enrollment, student standardized test scores and writing performance, and an improvement measure computed by a state formula. Each state, except Kentucky, provided an indicator for revenue sources, number of certified personnel by category, number or percent of Title I or low-income students, number or percent of students in special programs, and high school exit examination pass rates. Kentucky presented its information in a narrative form and included much of this information in the narrative. Almost without exception, researchers who have used the indicator data have suggested that states include more, rather than less, information on their State Report Cards, especially community data and process data. Suggestions are made for ways states can improve information reporting. An appendix contains the template used for report card indicator classification. (Contains 1 figure, 2 tables, and 50 references.) (SLD)


Mooney, M. "Open-Door Policy." Maintenance Solutions. v6 n6 p22,24 Jun 1998. Details advances that educational facilities are making in meeting the
accessibility requirements of the Americans with Disabilities Act (ADA). Discusses the cost efficiency, aesthetical value, and collateral benefits of the design changes that would increase accessibility. Features an ADA resource guide listing five related Internet addresses and an update of recent ADA activities. (RJM)

Discusses school district progress in complying with the facility accessibility aspects outlined in the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973. It notes inconsistent compliance and the need for greater school district spending. The ADA's current impact and future concerns are addressed. (GR)

Describes student benefits of vocational education for the handicapped in terms of motivation, direction, self-confidence, pace of classes, and accessibility of courses. (KC)

A study of mature Irish students returning to university finds that access for nontraditional students includes accessibility in terms of dealing with conflict between learners' "common-sense" knowledge and academic knowledge. Habermas' theory of communicative action provides a framework for collaborative, democratic discourse about what constitutes knowledge. (SK)

This issue of working papers focuses on the relationship between the mind and language. Papers include the following: (1) "The Role of Language of Thought in Foreign Language Learning" (Andrew D. Cohen); (2) "UG Accessibility in Second Language Acquisition: Re-examining the Binding Parameter" (Howard Chen); (3) "Helping Philippe: Constructions of a Computer-Assisted Language Learning Environment" (Pedro Garcez); (4) "Could You Calm Down More?" Requests and Korean ESL Learners" (Julie Kim); and (5) "Can Negotiation Provide a Context for Learning Syntax in a Second Language?" (Julian Linnell). (Each article contains references.) (NAV)

The search for indicators of quality for colleges and universities was
initiated during the past decade and many variants of these efforts have emerged in Europe, Australia, and on the North American continent. In the financial squeeze of the 1980s and 1990s, demands for quality and excellence in the conduct of higher education have continued to increase. In Canada, demands for quality and excellence in colleges and universities have dealt with student access, educational programs, faculty, administration, and institutional support services. Little consensus, if any, has been achieved on criteria of quality and excellence, on the operational definition of these concepts, or on their use in the praxis of postsecondary education. This report discusses the many uses that could be made of quality indicators by all postsecondary education constituencies. The possible uses for indicators of quality and excellence that are discussed include the following: improving university/college dialogue with governments; accreditation criteria; defining criteria and faculty performance in teaching, research, and service assessment; the linking of resources, reputation, and talent development; and accessibility to assessment, quality, excellence, and improvement. Contains 64 references. (GLR)

Nagler, M. N. "Education as a Five-Letter Word." Teachers College Record. v84 n1 p102-14 Fall 1982.
   Educational practices should strive to avert the catastrophe of nuclear warfare by communicating a sense of the reality and accessibility of peace. Educators must be responsible to all mankind for the values they hold and teach. Humanization should be the goal of curriculum development. (PP)

   Discusses the properties that distinguish learning object from other forms of educational software, including global accessibility, metadata standards, finer granularity and reusability, and their implications for evaluation. Proposes a convergent participation model for learning object evaluation and reviews other evaluation models that have been applied to educational software. (Author/LRW)

   Ambiguities of Section 504 regulations (Rehabilitation Act of 1973) regarding accessibility and usability are cited, and implications are drawn for hearing impaired persons. It is explained that an educational or business facility may be accessible to the hearing impaired but still unusable. (CL)

Newman, D. "AASL/AECT's New Guidelines for School Library Media Programs:
A Roadmap to the Future." Florida Media Quarterly. v22 n4 p6-7 1997. Discusses new guidelines for the library media profession developed by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). Highlights include the standards and behavior indicators at the core of the guidelines; Web page accessibility; and benefits for library media specialists. (AEF)

Newsmith, A. and D. Buchdahl "Community College of Vermont: Making College Accessible to Rural Vermonters." Community College Journal of Research and Practice. v23 n3 p315-23 Apr-May 1999. Outlines the Community College of Vermont's (CCV) mission as dedicating itself to accessibility, flexibility, and affordability through its decentralized organization. Describes CCV's "virtual campus," an integrated voice/data wide-area network that fosters schoolwide communication. Notes that transfer agreements with four-year institutions and strong partnerships with state agencies and businesses help encourage lifelong learning. (VWC)

Newton, P. E. "TASH Connections, 2002." TASH Connections. v28 n1-12 Jan/Feb-Nov/Dec 2002: 210. Seven issues (2002) of this organizational newsletter comprise the document. Issues typically include news items of interest to TASH members, conference information, and articles. Article topics include the following: public policy; book clubs for professional development; principles of sound research; research in support of advocacy; action research at the Center on Human Policy (New York); creating systems for communication and learning; augmentative and alternative communication systems; assistive technology and empowerment; understanding the abilities of people with autism; an interview with Donna Williams, an autistic woman; language acquisition; making friends within inclusive community recreation programs; opportunities for inclusion in leisure activities; using personal networks to achieve goals; customizing employment opportunities for people with disabilities; increasing consumer choice using Social Security work incentives; developing jobs in rural communities; application of universal design principles to education; "enabling" technology; assistive technology designed with the end user in mind; human centered technology and Section 508 and accessibility; and family support. (DB)

Niederhauser, V. P., M. B. Bigley, et al. "Cybercases: An Innovation in Internet Education." Journal of Nursing Education. v38 n9 p415-22 Dec 1999. Online case studies on disease prevention were used in a nurse practitioner education program. Benefits included accessibility, flexibility, group interaction, and opportunity for self-direction. Primary challenges involved hardware and access problems. (SK)
Identified the effects of government information policy on accessibility, use, and users by investigating policy effects on a government agency, Statistics Canada. Presents a case study and discusses bibliometric research on the use of statistics sources, examining Canadian social science journal articles in economics, education, geography, political science, and sociology. (PEN)

This package of practical ideas collected by the Authentic Basic Life-Centered Education (ABLE) Model Program should be useful for teachers and administrators who are revising curriculums and writing curriculum guides for the elementary and intermediate level. Suggested units are based on an "organizing center concept" such as banking, baking, and the telephone business, and divided into groupings of: (1) resources (accessibility)--what tools, materials, and human talent can be used to make a unit accessible to the child, (2) content (mobility)--how can the subject material pull together new relationships from past studies, or enable children to encounter the fundamental activities of the community, their religion, their culture, and (3) performance (accomplishment)--how can the child express himself, use different resources, and show others what he has learned. Materials have been tested, evaluated, and revised in a variety of classroom settings. Other materials provide information on (1) interviewing, (2) field trips, (3) staff development activities, (4) career lattices, and (5) 70 suggested classroom activities for occupational exploration. Objectives are clearly stated and activities stress use of all resources, such as role-playing, field trips, and community resources. (JS)

Contains two essays addressing the impact of technological development on the economy, job market, education, and management. The use of information technology demands computer literacy and educators must make changes in curriculum that integrates practice and theory. Digital accessibility has changed the flow of information, causing organizations to adopt different management and budgeting practices. (LAM)

A survey of 55 minority students in postsecondary trade/technical programs and 82 high school seniors uncovered 7 factors influencing
enrollment: role models, support services, ethnic culture, program requirements, fear of failure, counseling, and accessibility. (JOW)

Minority access to education is a critical problem in society today. Schools must evaluate their true accessibility to minority students and the level of teachers' inter-linguistic and inter-cultural skills must be raised. Pathways through schools must be created that meet the needs of the learners. (JD)

Describes three heuristics--short-cut mental strategies that streamline information--relevant to diagnostic reasoning: accessibility, similarity, and anchoring and adjustment. Analyzes factors thought to influence heuristic reasoning and presents interventions to be tested for nursing practice and education. (JOW)

This study evaluated State Department of Education Internet home pages and special education pages for accessibility compliance with standards of the World Wide Web Consortium and Section 508 of the revised Rehabilitation Act. Only 26% of state department home pages and 52% of special education pages achieved W3C compliance and fewer conformed with Section 508 standards. (Contains references.) (Author/DB)

Proposed reform of Swedish teacher education is a mixture of support for educational excellence, for more comprehensive compulsory school teacher education, and for equal access to pre-service and inservice teacher education facilities, but overemphasis on geographical accessibility threatens the program's comprehensiveness. (MSE)

Explores how students who design Web sites and work with computer end users can be introduced to accessibility approaches and empowered to promote them in organizational contexts. Discusses Internet accessibility challenges to people with disabilities; legal issues; and the social context of technology and technological education. (Contains 70 references.) (Author/LRW)

Examines individual high school graduates' postsecondary enrollment decisions, focusing on effects of institutional cost and proximity. Estimates a multinomial logit model of enrollment probability, using data from the 1980 High School and Beyond Survey. Improving vocationally oriented youths' financial accessibility to two-year colleges is more important than improving institutional proximity. (37 references) (MLH)


In an electronic age, print remains a sophisticated technology that features durability, flexibility, and accessibility. Learners learn from, with, and beside print. Good design and thoughtful application can make the best use of its assets. (SK)


The author examines how the courts have interpreted the related services mandate in P.L. 94-142, the Education for All Handicapped Children Act, and offers some guidelines as to what is and is not required in terms of psychotherapy, health services, physical plant accessibility, parent training and counseling, and extracurricular activities. (Author/CL)


The overlapping coverage and effects on education services and related access issues associated with the 1973 Rehabilitation Act (Section 504), the 1990 Americans with Disabilities Act, and the Individuals with Disabilities Education Act are extraordinary. This article explains eligibility, scope of protection, and extensive architectural renovations needed to provide general program accessibility. (MLH)


The brochure provides suggestions for adapting or building living quarters to accommodate persons with physical limitations. Encouraged is barrier-free universal design to allow all persons, disabled or able bodied, to move freely, independently, and safely in their surroundings. Illustrations and text provide guidance for design of ramps, front doors, more accessible bathrooms, kitchens, and clothes closets. A large cut-away diagram of a house details possible modifications. Also included are the sources of 13 additional resources and the addresses of seven barrier free contractors/consultants. (DB)

This article examines factors affecting the participation and achievement of students with disabilities in teacher education programs. It considers federal legislation affecting their involvement in such programs, their admission, performance of essential teaching functions, accommodation provision and accessibility, basic skills competency testing, essential teaching function interpretation and performance, faculty attitude, and student self-advocacy skills. (Contains references.) (Author/DB)


Assuming that the student is central to the university, postsecondary funding should be through student fees with substantial student aid that will: (1) promote equal accessibility to all forms of postsecondary education: (2) effects a separation between government and the institution; and (3) gives the appearance of greater independence to the student. (Author/PG)


According to the authors, successful implementation of a recurrent education system depends to a large extent on the quality of existing local institutions which can be adapted to provide secondary and postsecondary educational service, accessibility, and flexibility. They emphasize the potential of community colleges as local education centers. (MF)


Higher education institutions must be transformed to make them accessible to learners on learners' own terms. This means overcoming such barriers as faculty attitudes about their role, inability to recognize how the clientele is changing, and rudimentary technological infrastructure. (SK)


School site development planning involves consideration of location, topography, utilities, accessibility, lighting, landscaping, traffic and parking, playground areas, and athletic facilities. A checklist is provided. (MLF)

The Counselor to the U.S. Secretary of Education outlines eight education challenges: (1) safe and disciplined schools; (2) parent and family involvement; (3) a reading, literate society; (4) high standards and real accountability; (5) computers available to all children; (6) strong transition from school to work; (7) college accessibility; and (8) expanded public school choices. (MLF)

Discussion of cheating by business education students first examines the current state of integration of the Internet into marketing education. Then it explores areas of concern that face education in relation to the use of the Internet, including student research and reference techniques, plagiarism, and accessibility of custom and off-the-shelf term papers. (DB)

Arguing that a well designed graphical display can function as a memory store, this article suggests three principles for the design and use of computer graphics: parsimony, accessibility, and reflection. It is suggested that "progressive graphics" are particularly suited to computer implementation. (Author/MBR)

This article describes legislative provisions supporting educational services for children with disabilities in Newfoundland and Labrador. It begins by providing educational history information and then reviews The Building Accessibility Act (1990), The Child, Youth and Family Services Act (1998), the Schools Act (1997), and the Human Rights Code (1990). (Contains references.) (CR)

This paper reviews the development of the public monopoly of degree-granting institutions of higher education in Ontario, Canada. It examines arguments for private universities which suggest improved accessibility, diversity, and quality and finds the arguments to be insufficiently strong. A recommendation is made for improvement of Ontario's inadequate affiliation arrangements. (DB)

Based on a series of focus group meetings, 15 students with mobility
limitations (ages 9-15) and 12 parents identified four categories of barriers at their schools: the physical environment, intentional attitudinal barriers, unintentional attitudinal barriers, and physical limitations. Recommendations for promoting accessibility and full participation are provided. (Contains references.) (Author/CR)

Post, J. O., Jr. and V. J. Petzy "A Career Accessibility Model for Special Needs Individuals." Career Education Quarterly. v2 n4 p6-14 Fall 1977. The article describes a career accessibility model research project to develop a job experience and placement program for educable mentally retarded secondary students. Pilot tests are being conducted in six schools involving ten businesses to provide increased educational and work experience for the handicapped. (MF)

Prager, G. C. "Designing Safe Schools." American School & University. v73 n11 p40,42-43 Jul 2001. Explores facility design techniques that schools can use to enhance security in the absence of built-in security systems. Highlights security design concepts, including those involving site accessibility, facility access, circulation management, and territorial definition. (GR)

Quellmalz, E. S. "Developing Criteria for Performance Assessments: The Missing Link." Applied Measurement in Education. v4 n4 p319-31 1991. It is proposed that criteria for evaluating the quality of performance should be defined, at least tentatively, during the initial design of a performance assessment. Six characteristics of sound criteria are (1) significance; (2) fidelity; (3) generalizability; (4) developmental appropriateness; (5) accessibility; and (6) utility. (SLD)

Raiford, R. "High-Tech, High-Touch Learning." Buildings Interiors. v2 n5 p4-6,8 Nov 1998. Describes how university interior design is responding to increased student demands for wide-ranging services, technological capabilities, and accessibility. Design concepts for dining areas, auditoriums, residential halls, libraries, and computer-friendly classrooms are discussed. (GR)

Rassam, G. N. "The GeoRef Online Bibliographic Database as an Educational Tool." Journal of Geological Education. v31 n1 p26-30 Jan 1983. Discusses educational applications and implications of the GeoRef geoscience database. GeoRef is 15 years old and will soon contain one million references. The online product of the database is explained in relation to accessibility, educational impact, and searching methodology. (Author/JN)

Discusses accessibility of needed information and maintenance of individual privacy in terms of the 1974 Freedom of Information Act, and explores the implications for educational practices. Vital Speeches of The Day, City News Publishing Company, Box 606, Southold, N.Y. 11971. Subscription Rates: $12.00 a year; $22.20 two years;

Follows the Longview Community College Liberal Arts (Kansas City) building project from commission to occupancy. Areas examined include needs validation, Americans with Disabilities accessibility and building system requirements, and project scheduling. (GR)

Recommends that undergraduate journalism and communications majors receive more thorough training in local and public affairs education. Changes in communications technology have raised the importance and accessibility of local news for national candidates, often without a corresponding rise in sophistication of coverage. (MJP)

Focuses on the major HTML coding techniques used when making Web pages and online courses accessible to students with disabilities. Examples of accessibility features provided are not difficult for most Web authors to incorporate into their Web pages. With a few adaptations, Web page developers can make online information accessible to students with cognitive, sensory, or motor disabilities. (AEF)

Sociocultural factors that may affect the Mexican-American population's accessibility to and use of health care systems are discussed, including language barriers, socioeconomic status, educational attainment, folk and religious beliefs, and family influence. (CJ)

A brief look at the problems of audiovisual equipment storage and retrieval and at the need for planning and organisation to ensure permanent accessibility of both machinery and software." (Author/AA)

Describes a study in Israel that was conducted to examine the attitudes of dropout adolescents to electronic learning and to compare these to the attitudes of normative 10th graders. Considers demographic differences, including parents' education and computer ownership; motivation; enjoyment; cognition; and accessibility of computers. (LRW)


This column introduces Universal Design for Learning (UDL) by explaining the concept of universal design (initial design of buildings and other products to maximize accessibility for all people), universal design applied to educational materials, the central role of learning goals in universal design, and distinctions between universal design and assistive technology. (DB)


Elementary teachers (n=20) and headteachers (n=7) in British schools were asked what conditions would facilitate inclusion of students with special educational needs. They identified additional support staff, teacher training, planning time, physical accessibility, and attention to parents' concerns. (Contains 26 references.) (SK)

Rosenthal, I. "New Directions for Service Delivery to Learning Disabled Youth and Young Adults." Learning Disabilities Focus. v2 n1 p55-61 Fall 1986.

The increased accessibility of learning-disabled persons to higher education has created the need to address program development, student psychosocial growth, parent adjustment, and transitional needs. A new, federally funded (Office of Special Education Rehabilitation Services) Master's Degree program has been developed to teach counselors and learning-disability specialists to address these needs. (CB)


An academic general medicine clinic (GMC) was studied and profiles were generated to determine current patterns, shortcomings, and potential solutions. Conclusions include that GMC offers insufficient variety of patient presentations for optimal postgraduate medical education and inadequate accessibility for comprehensive medical care. (Author/JMD)


Increased pressures for accountability and relevance in public higher education are benefitting adult learners as institutions have enhanced
Safty, A. "Effectiveness and French Immersion: A Socio-Political Analysis." 
Evaluation of French immersion programs' effectiveness in Canadian schools should include considering accessibility to the program, its organizational setting, teachers' behavior in bilingual classes, and principals' leadership role. French immersion must be understood in a context that recognizes it as a complete bilingual education linking education and social progress. (SLD)

Schein, J. D. "Research on the Education of Deaf Students: Toward Century 21." 
This article presents a summary of deliberations from a 1991 conference on future research directions in deafness education. Ten research priorities are discussed: assessment, communication technology, disability statistics, family support systems, interpreting and other communication support, language and culture, mental health, postsecondary education and adult learning, research accessibility, and teacher education. (JDD)

Focus on Exceptional Children. v35 n3 p1-16 Nov 2002. 
This article discusses the Institute for Academic Access, created to study general education access for adolescents with disabilities, and the results of an accessibility study of nine high schools. Results found eight schools had no policy related to inclusion and seven had no designated services for providing student support. (Contains references.) (CR)

Selby-Smith, C. "Issues in Conducting a National Inquiry: The CIET." 
A Committee of Inquiry into Education and Training, established to investigate the provision of Australian educational facilities and services and the relationship between the labor market and the educational system, is discussed. The committee considered flexibility in education and training, apprenticeship, accessibility of education and training, and rising educational standards. (MLW)

Senge, J. C. and J. Dote-Kwan "Information Accessibility in Alternative Formats in Postsecondary Education." 
A survey of 18 directors of services for students with disabilities within the California State University system sought to determine what accommodations are being provided to students with visual impairments. Results indicate that colleges and universities should reevaluate their
policies and procedures to ensure that recent interpretations of the law are being followed. (Author/PB)


Reviews federal legislation related to the responsibilities of colleges and universities under the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act to provide accessibility to information for students with visual impairments. Litigation, statements, and letters of findings from the U.S. Department of Education, Office for Civil Rights, are cited. (DB)


Increased participation in recreational programing by persons with handicapping conditions is a right that calls for significant changes in accessibility of facilities. Both interior and exterior building modifications must be made. (CJ)

Sharon, J. B. "Emeritus College: Learning from Here to Eternity." New Directions for Community Colleges. v7 n3 p9-14 Fall 1979.

Describes Emeritus College, a college within the College of Marin (California), designed to meet the continuing education needs of adults in or preparing for retirement. Discusses its development in terms of a preliminary needs assessment, obtaining funds, staffing, community involvement, curriculum planning, and improving program accessibility. (AYC)


Five issues face continuing higher education: (1) accessibility, affordability, accountability, and technological literacy; (2) growth of distance education; (3) information technology paradigm shift; (4) new skills required of faculty; and (5) the role of continuing education in helping institutions adapt to the shift. (SK)


Discusses issues involved in the provision of accessible digital educational material to people with disabilities. Topics include legislation in the United Kingdom and the United States; assistive technologies to use the Web; inaccessible Web sites; possible solutions; accessibility guidelines; reasons for ensuring accessible content; and accessibility of educational resources. (LRW)
Smith, D. and H. Hicks "Using Internet in the Social Studies Classroom."
Explores the reasons for using the Internet in the classroom: (1) stimulates student interest; (2) develops information literacy; (3) encourages student interaction; and (4) offers students control over their learning. Discusses two examples of how the Internet can enhance the social studies curriculum and recognizes the barriers to Internet accessibility. Provides Internet resources. (CMK)

Defines "quality" in terms of community college mission and discusses approaches to institutional assessment. Reports on a study of two-year college publications on quality, indicating that key variables in the colleges' definitions of quality included accessibility, faculty, curriculum, student support services, transferability of credit, and job placement rates. (MAB)

Programs that link education and work and implications of the 1980 Higher Education Act for the expansion of work-learning opportunities are considered in this bulletin. Considerations for designing and operating a program combining academic learning with work experience is discussed by Yolaine Armand of the College for Human Services in New York City, which has combined classroom work with human service practice for inner-city, low-income adult students. Michael B. Goldstein, in reviewing the 1980 Higher Education Act, claims that student work programs, notably College Work-Study, are to be considered in the context of their educational and vocational as well as economic value. This issue of the bulletin also considers two service-learning programs in Atlanta, a program in Detroit at Wayne State University involving labor unions and six public universities to train rank and file women and minorities for leadership roles in the community, the Grand Rapids Junior College Mentorship Program that pairs high school students with professionals for on-the-job work and observation; and the American Indian Studies program at the College of St. Scholastica in Duluth, Minnesota. The two service-learning programs in Atlanta are the Atlanta Urban Corps, which arranges paid internships in Atlanta public service agencies, and Project EXCEL (Exemplary Collegiate Experiential Learning Program) at Georgia State University, which is aimed at improving accessibility to its associate of science degree program by low-income, CETA (Comprehensive Employment and Training Act)-eligible youth in Atlanta. (SW)

Smith, W. J. "Special Education Policy in Quebec: Evolution or Status Quo?"
Analyzes changes in the Quebec Education Act and accompanying regulations and directives in light of the following 10 major objectives: (1) right-to-education; (2) extended schooling; (3) availability of services; (4) accessibility of facilities; (5) prevention; (6) assessment; (7) integration; (8) appropriate education; (9) consultation; and (10) participation. (KS)

Describes how to design school and university labs to comply with Americans with Disabilities Act (ADA) standards, focusing on counter height for students in wheelchairs; appropriate knee space and sink height in sink areas; ADA-compliant fume hoods; accessible laboratory doors and entryways; and safety concerns (e.g., emergency eyewash stations and emergency showers for people with disabilities). (SM)

These three newsletters focus on advances and challenges in disability research. The first issue focuses on the results of a survey that investigated how many consumers with disabilities had a computer available in their home and their Internet use. The study involved administrators of Independent Living Centers (ILC) and ILC consumers. Findings indicate 85 percent of the stakeholders and 59 percent of consumers had a computer at home. Internet access at home was reported by 82 percent of the stakeholders and 48 percent of the consumers. Among all respondents, the computer was the most frequently identified source used to obtain disability research information in the past 12 months. Differences in findings among diverse cultural groups are discussed. The second issue examines the topic of designing and conducting research, as well as the dissemination and utilization of research outcomes, with diverse cultural groups in mind. Articles include "Strategies for Reaching Out to Minority Individuals with Disabilities" (Fabricio E. Balcazar), "Reaching Out to Minority Farmers with Disabilities" (Ari K. Mwachofi), and "Center for Minority Training and Capacity Building for Disability Research" (Irvine E. Epps and Darrell K. Simmons). The third issue focuses on accessibility of the World Wide Web. Articles include: "Web Accessibility: Today's Resources, Tomorrow's Challenges" (Judy Brewer), "Information Technology Technical Assistance and Training Center (ITTATC)" (Shelley Kaplan), "Section 508 Web Standards and WCAG Priority 1 Checkpoints: A Side-by-Side Comparison" (Jim Thatcher), "Accessible Multimedia and Distance Education Projects at NCAM" (Geoff Freed), and "Ability Forum.com Offers a Dissemination Avenue to Research Consumers" (Dawn Golden). (Articles include references.) (CR)

Argues that barrier-free designs should be incorporated in the first steps of school facility planning to avoid the difficulties in meeting Americans with Disabilities Act (ADA) guidelines during renovations. Explains why not all barriers need be removed to make a facility accessible to everyone. Discusses issues involving ADA guidelines and child access. (GR)


Presents interviews with five school administrators, representing a variety of school systems. Discusses their strategies for addressing concerns that all school systems share. Using a question and answer format, the article focuses on handicap accessibility, energy management, funding, security, and technology. (RJM)


This first issue of a journal on further education (FE) in the United Kingdom focuses on further education for people with physical disabilities and learning difficulties. The first article is titled "A College with a Mission," by Ernest Theodossin, and looks at the FE programs offered by Lancaster & Morecambe College, the various architectural modifications to allow accessibility for students with physical disabilities, the goals and views of the school principal (who is blind), the special work preparation course aimed at school leavers, and efforts to change employer attitudes toward individuals with disabilities. The second article, "More Than a Career--A Team of Dedicated Professionals" (also by Ernest Theodossin) looks at the individual staff who work with students with disabilities and learning difficulties at Lancaster & Morecambe College. The third article titled "Current Developments for Students with Disabilities and Learning Difficulties in FE" (Colin Booth) notes the replacement of the label "special education needs" with the term "students with learning difficulties or disabilities" in educational legislation and considers implications of educational policies for access to FE and nonsegregation of this population. Additional features include illustrations of computer equipment used by students with disabilities at Lancaster & Morecambe College, vignettes of the experiences of individual students, and a suggested reading list of 15 items. (DB)


Reviews the use of one type of computer software, virtual environments, for its potential in the education and rehabilitation of people with
intellectual disabilities. Topics include virtual environments in special education; transfer of learning; adult learning; the role of the tutor; and future directions, including availability, accessibility, and staff support. (Author/LRW)

An inventory of site opportunities for use by teachers as a planning aid can increase the utilization of the outdoors in educational experiences. The inventory should be a loose-leaf catalog organized in terms of site accessibility and human density, with a summary of each site. (SB)

Presents data from beginning Spanish classes using a combination of technologies: Internet activities, CD-ROM, electronic pen pals, and threaded discussions. Examines students' perceptions of the instructor's role in technology-enhanced language learning (TLL), accessibility and relevance of the lab and the individual technological components in student learning, and effects of technology on foreign language learning experiences. (Author/VWL)

Described is an instructional program built upon the accessibility of audiovisual media and materials. "It is an exciting instructional model which permits a flexible learning environment for students, for university students in teacher education, and for practicing teachers in the field." (Author/LS)

The Parent as a Teacher Inventory (PAAT) was administered to 30 Mexican-American parent pairs to assess child rearing expectations. Scores were correlated to income, family size, parental sex, parental education, and parent accessibility to the child. Consonance of observed behaviors with PAAT responses indicated an acceptable instrument validity. (Author/SJL)

Provides information for workers in early childhood programs about the needs of disabled mothers. Gives suggestions for accommodating mothers with various disabilities, including physical, psychiatric, sensory, cognitive, or learning disabilities. Explains that some disabilities are
"hidden." Describes accessibility needs and lists information resources. Suggests ways to make a program more welcoming to mothers with disabilities. (AMC)

Criticizes the 1987 National Endowment for the Humanities report for blaming "vocationalism" for declining humanities enrollments in colleges. Unlike other disciplines, humanities leaders seem unwilling to seek clients or to engage in self-examination. What's needed is a renaissance of educational populism, or a repackaging of the humanities that increases their accessibility to everyone. (MLH)

Key issues affecting higher education are globalization, technology, the need for diversification, preservation of autonomy, and collaboration. To respond to changing needs, higher education institutions must increase the transparency and accessibility of their programs and enhance their market advantages while protecting essential principles of education. (SK)

The status of higher education provided to the francophone minority outside Quebec is examined, including accessibility of French-language institutions, francophone assimilation, and the effects of bilingual institutions on francophones. Research on these issues are summarized, and experiences with French-language schools in Alberta are discussed. (Author/MSE)

The present study attempted to determine the effect of geographic accessibility of a college upon the proportion of high school graduates continuing their education beyond high school. (Author)

Tizard, J. "The Objectives and Organisation of Educational and Day Care Services for Young Children." Oxford Review of Education. 1, 3, 211-21, 75.
The objectives and organization of educational and day care services for children below age five is considered because the form of provision made will largely determine the numbers and kinds of children who are sent to it, and the effects or benefits of an institution providing care will depend upon its quality, accessibility, and form. (Author/ND)

Trent, C. and J. F. Ragsdale "Community College Programs for Prisoners."
Community College Review. 4, 2, 43-47, F 76.
The restrictive, stifling, hostile environment within corrective institutions precludes effective inmate education programs. Real inmate education can best be achieved through study-release programs. The community college is ideally suited to this purpose because of its responsiveness and accessibility. (Author/JDS)

A study done at a university and a polytechnic in Sheffield, England suggests that the criteria governing the policies pursued in many departments tend to create barriers impeding the admission of mature age candidates. Some suggestions for a reformed admissions policy for mature applicants to higher education are presented. (Author/MLW)

Montessorians respond to the following criticisms and concerns about Montessori education: (1) accessibility by all racial and socioeconomic groups; (2) evaluation of children's progress; (3) the noisiness of Montessori classrooms; (4) the inclusion or exclusion of humanities and physical education in Montessori curriculum; and (5) transition difficulties of children moving from a Montessori environment to a regular school. (TJQ)

The significance of student activities in student development is taken for granted even though activities represent the core of institutional efforts to foster student development. In many ways, student activities may be the most critical link with the educational mission of the institution. Attention must be paid to the quality of opportunities offered to students, the physical location or accessibility of student activities offices and staff, and the quality of role modeling on the part of students and staff at college unions. These objectives can be used to guide programming policy formation. 17 references. (Author/MSE)

Reports a study that examined the relationship of demographics and computer accessibility variables to special educators' perceived computer competency levels. Surveys of 234 special educators indicated that computer ownership and access to computers were the best predictors of perceived computer competence. The study found that student access to computers was inadequate. (SM)

Stresses the importance of local arts, focusing on encouraging modern dance at the local level. Addresses issues such as audience participation, sense of ownership and community, and accessibility that accompanies local art. Considers the implications for K-12 modern dance education. (CMK)


The National Assessment of Educational Progress (NAEP) has been collecting data on student achievement since 1969. It currently maintains three different assessments: long-term trends, cross-sectional national, and cross-sectional state-by-state data. Although the data are available to researchers outside the Federal Government, limited use has been made of them, due in part to the quantity and complexity of the data. The National Center for Education Statistics (NCES), which administers NAEP, has developed a number of software products to increase the accessibility and usability of NAEP data. This report gives an overview of the contents of the NAEP databases, the problems researchers face in working with them, and the software tools that have been developed to help overcome these problems. All of the NAEP databases are appropriate for assessing the proficiency of populations rather than individual students. To analyze NAEP data accurately, both sampling and the psychometric design must be taken into consideration. Researchers with the proper background can use the NCES software to work with NAEP data rapidly and efficiently. The following products are described: (1) the 1992 and 1994 "NAEP Almanac Viewers" on CD-ROM; (2) "NAEP Data on Disk Assessment Series" (CD-ROM); (3) "The NAEP Data Extraction Program," to be used with "Data on Disk"; and (4) a Statistical Package for the Social Sciences (SPSS) module to be used with SPSS for Windows. How to order these products, and how to obtain the restricted use licence needed for the "NAEP Data on Disk Assessments" is outlined. (SLD)


About six years ago, a rural Delaware school district formed a community/staff long-range planning committee to craft a strategic plan that would identify school system values and reallocate resources. As vision and mission statements emerged, technology evolved as a major value, with three goals related to funding and accessibility. Collaborative agreements with Channel One, Rural Vision, and the TI-IN Network have resulted. (MLH)

Venugopal, B. "Access and Ensuring Accessibility in the Regional Museum of
Identifies five types of museum accessibility: (1) physical; (2) socio-cultural; (3) economic; (4) sensory; and (5) intelligence/learning accessibility. Considers ways to coordinate museum services to ensure accessibility for potential museum patrons who are disabled. Describes various programs launched by the National Museum of Natural History in New Delhi to accomplish this goal. (WRM)

Discussion of multimedia databases in education focuses on the development of an adaptable database in The Netherlands that uses optical storage media to hold the audiovisual components. Highlights include types of applications; types of users; accessibility; adaptation; an object-oriented approach; levels of the database architecture; and possible future developments. (Contains 28 references.) (LRW)

Examines the status, issues, and trends of multimedia instructional support. Presents examples associated with the development of CD-ROMs and interactive Web sites to illustrate important considerations for such development. Some issues considered include: degree of interactivity, performance, accessibility, dependability, and development dynamic. Draws conclusions about the future of technology in education and the creation of increasingly robust learning environments. (AEF)

Summarizes federal legislation regarding equal access for students with disabilities and discusses environmental barriers to accessibility in the library media center. Solutions to these design problems are suggested in the following areas: material formats and space requirements; the physical setting, including furniture, floor coverings, acoustics, light, and temperature; signage; ambiance; and safety. (19 references) (MES)

Edited transcripts of three talks presented at the 1991 Research and Education Networking (R&EN) Conference address municipal information systems, including descriptions of local networks, privacy issues, and future possibilities; networking in Canada, including CA*net, regional networks, and federal activities; and Canadian reactions to conference issues, including accessibility to information and library services. (MES)
Surveyed recent enrollees (n=174) in Health Maintenance Organization (HMO) Medicare coverage. Respondents were younger, healthier, and had more education than the general 65+ population; learned about HMOs from family and friends; and joined HMOs because of accessibility and coverage. Expectations about HMO care coverage were very high, raising issues regarding subsequent satisfaction. (Author/NB)

Several years' experience with the NEA School Renewal Network discloses six necessary conditions for successful interactive networking: encouragement of affinity group development, equal portions of "high touch" and "high tech," the availability of qualified facilitators, an empowering network structure, a distributed expertise focus, and maximum accessibility. The network has fostered teacher professionalism and demolished institutional barriers. (15 references) (MLH)

For a less commonly taught (LCT) language to thrive in a high school curriculum, issues of support and accessibility must be addressed. Counselors, administrators, and teachers must work together to show students that these are not difficult languages. Designing the programs for "gifted and talented" students unfairly excludes many capable ones, so a philosophy of equal access is important. Establishing and maintaining an LCT language must not fall totally on the teacher, but should be supported by district and building administration. Designating a classroom helps these languages find their identity within the school. The LCT language teacher's efforts to publicize it may be perceived as recruitment by other teachers; the teacher should meet with junior- and senior-high counselors to answer questions and address preconceived ideas about the languages' difficulty. A flyer sent to entering freshmen can be useful. A language club helps reinforce the language and culture and promote its study. Enrolling freshmen helps ensure continued high enrollment. Creating a four-year sequence and preparing students for continued study in college also helps achieve success. Finally, a good relationship between the LCT and other language teachers is vital; enrollment issues and concerns about sharing classrooms should be discussed. (MSE)

Proposes eight criteria for assessing learning material for distance education institutions based on an analysis of trends in the field of learning
and elements of a typical learner profile. The criteria have implications for the material's accessibility and relevancy, language of instruction, intended outcomes, responsiveness to societal interests and needs, quality of learning, race and gender issues, and assessment strategies. (EV)


Virginia college and university students (n=761) with disabilities were surveyed to determine their levels of satisfaction with accessibility, special services, and accommodations at their schools. Respondents generally expressed satisfaction with services, but the majority had encountered accessibility, attitudinal, and resource problems that served as barriers to their education. (Author/JDD)

White, C. "Learn Online: Students and Faculty Respond to Online Distance Courses at Grant MacEwan Community College." *T.H.E. Journal.* v27 n9 p66-68,70 Apr 2000.

Describes the Learn Online project at Grant MacEwan Community College (Alberta, Canada) that was developed to convert selected distance education courses to a Web-based format. Discusses team-based course development; positive student responses to accessibility and flexibility; faculty responses; and the need for faculty training. (LRW)


A survey of Canadian agencies and institutions collecting materials on higher education is reported. Four problem areas are identified: definitions, collection policies, accessibility, and collection coordination. Further information exchange and the compilation of a more complete directory of collections are recommended. (MSE)


Reorganization of universities, new funding and planning mechanisms, augmented student financial aid programs, and improvement of research are among recent favorable developments in Australian higher education. Unfavorable developments include a retreat from accessibility, decrease in real value of student aid, reductions in capital and recurrent funding, and government regulation. (MSE)


Describes the campus design of the University of Houston (Texas) as an example of an urban campus where space is limited; the siting of new
buildings was straightforward; and the planning focused on the campus' identity, accessibility, and enhancement. Two drawings of the campus layout from the master plan are included. (GR)

Wilson, R. C. "Social-Psychological Accessibility and Faculty-Student Interaction Beyond the Classroom." Sociology of Education. 47, 1, 74-92, W 74.
A survey of the faculty of six colleges and universities indicates that interaction of faculty and students outside the classroom is dependent on accessibility of faculty and that teaching practices are an indicator of accessibility. Data suggesting the consequences of such interaction is also presented. (Author/JH)

The paper outlines the position of a task force regarding the effects of Section 504 of the Rehabilitation Act of 1973 (which prohibits discrimination in federal programs on the basis of disability) on physical education and athletics. Impact of the legislation on four topics is detailed: physical education instructional programs, interscholastic/intercollegiate sport programs, intramural programs, and personnel preparation programs. Other topics addressed include the application of the least restrictive environment principle (most normal/integrated setting), total integration, continuum of alternative placements, program accessibility, scholarships, and auxiliary aids and services. (CL)

Discusses a scholar's reactions to libraries made by Umberto Eco in "De Biblioteca." Topics addressed include functions of libraries, including collecting; accessibility of materials; the scholar's creative use of libraries, and discovering materials not looked for or known about; North American research libraries; photocopying; and better education for library users. (Contains 14 references.) (LRW)

Winterowd, W. R. "Prolegomenon to Pedagogical Stylistics." College Composition and Communication. v34 n1 p80-90 Feb 1983.
Discusses the underlying theory and pedagogical rationale of sentence combining and of accessibility, the relative ease with which a text can be read. (HTH)

Discusses the relationship between community infrastructure and health
through the development of the Community Resource Accessibility Index (CRAI) research tool. This area-based index of community services, facilities, and amenities enables comparisons between opportunity structures in the local environment and residents' health and wellbeing. It is based on six domains: recreational amenities, public transport and communication, shopping and banking facilities, educational services, health services, and social and cultural services. (Contains references.)


Summarizes recommendations of a study exploring issues of job preparation, program quality, and job market accessibility for disadvantaged youths. Discusses the role of the secondary school, job training and skill development programs, and cooperative education and work experience programs. Provides suggestions for delivery of counseling services. (RC)


It is argued that English higher education has historically had structural features that isolate it from other aspects of society, but that the social basis for exclusionism is being eroded and circumstances are right for a fundamental shift toward greater accessibility. Taking advantage of the pressure toward vocationalism is recommended. (Author/MSE)


A discussion of how non-print materials can be placed in each school building for greater accessibility. (HB)


The attitudes of 323 veterinarians toward professional continuing education were distilled into 3 dimensions: relevance, benefit, and accessibility. Significant differences were found between participants and nonparticipants. (SK)


Investigates students' perceptions on learning through Web technology. Results suggest that Web-based instruction permitted the students to control their own learning and empower individual learning activities; provided meaningful learning and flexible practice; and provided greater
accessibility to learning materials. Concerns and suggestions by the students are discussed. (AEF)


The Program Effectiveness Rating System evaluates educational programs by ranking the following factors: resources, student demand, accessibility, student achievement, cost effectiveness, and employability of graduates. This approach provides greater accountability to all stakeholders and increases responsiveness to changing demands. (JOW)


Outlines the future development of Chinese higher education institutions. Argues that institutions contribute to modernization by evolving new technologies and producing qualified personnel dedicated to "socialist modernization." Recommends long-term planning, incorporating technology, more accessibility, staff-development education, and integration of teaching, research, and production. (NL)

Zarghami, F. and C. O. Hausafus "Graduate Student Satisfaction with Interactive Televised Courses Based on the Site of Participation." Quarterly Review of Distance Education. v3 n3 p295-306 Fall 2002.

Discusses the effectiveness of interactive televised (ITV) distance education and describes a study that measured constructs that contributed to graduate student satisfaction with ITV courses. Considers instructor's communication skills, teaching skills, instructor accessibility, course management, course content, quality of technology, on-campus versus remote sites, gender, age, and student motivation. (LRW)