

**IHL**

*...Going the distance*

**MISSISSIPPI ADULT WORKERS  
AS LIFELONG LEARNERS**



**REPORT ON  
CONTINUING EDUCATION**

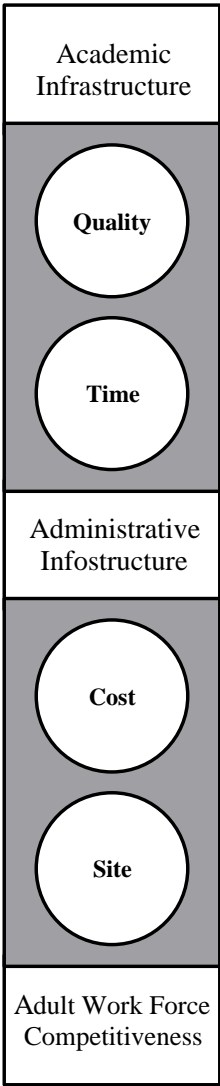
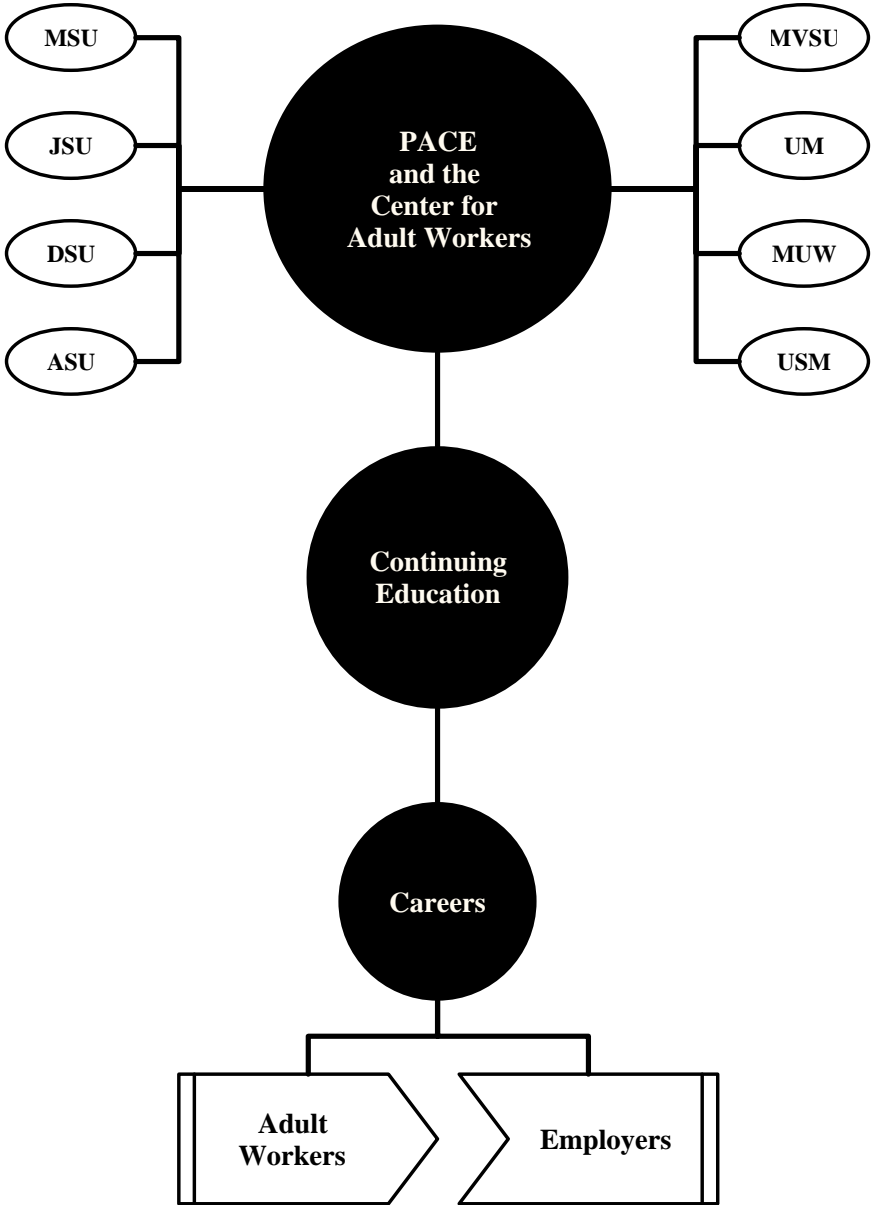
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*Mississippi Institutions of Higher Learning  
Partnership for Adult Continuing Education  
PACE*



# MISSISSIPPI ADULT WORKERS AS LIFELONG LEARNERS

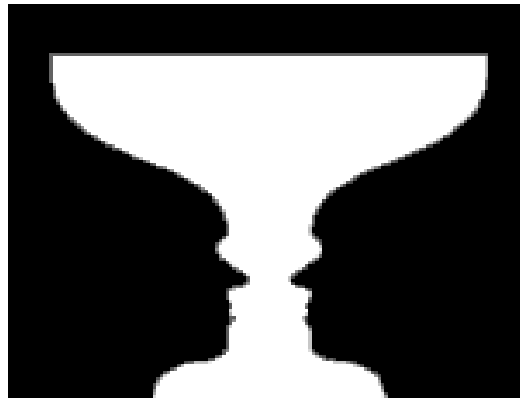


*Education takes place in the combination of the home, the community, the school, and the receptive mind.*

*Harry Edwards*

***CONTINUING EDUCATION.*** A report to the Academic Affairs Committee of the Board of Trustees of State Institutions of Higher Learning on Mississippi adult worker access to lifelong higher education learning opportunities through continuing education departments on the following public university campuses:

**Alcorn State University  
Delta State University  
Jackson State University  
Mississippi State University  
Mississippi University for Women  
Mississippi Valley State University  
The University of Mississippi  
The University of Southern Mississippi**



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# MISSISSIPPI



## INSTITUTIONS OF HIGHER LEARNING

Office of Academic and Student Affairs

Dr. David Potter, Commissioner  
Institutions of Higher Learning

Dear Commissioner:

Enclosed is an updated report that reviews educational opportunities for adult workers in Mississippi. An initial report was prepared in February 2001 in collaboration with provosts and vice presidents for academic affairs and directors of continuing education departments and divisions. The report shows that significant progress has been made by all campuses in meeting the educational needs of adult workers through both on-campus and off-campus programs. Members of the Partnership for Adult Continuing Education (PACE) are using a variety of program delivery strategies that include significant use of Mississippi's educational technology infrastructure to reach adult workers. The innovative strategy by system chief academic officers that established the PACE has catalyzed both increased access and efficiency in adult education.

Mississippi's challenge is to continue to increase the number of adult workers who take advantage of these opportunities. While PACE member institutions report increasing the number of students who enroll in academic credit courses from more than 10,000 in Fall 1999 to more than 17,000 in Fall 2003, this represents a small fraction of the pool of prospective adult students.

Sincerely,

*William E. McHenry*

William E. McHenry, Ph.D.  
Assistant Commissioner

# EXECUTIVE SUMMARY



## ***EXECUTIVE SUMMARY***

Mississippi has the lowest per capita income in the United States primarily because of the lack of high wage, high technology jobs that support knowledge-based industries. Knowledge-based industries require access to a workforce that not only is highly educated, but also has access to lifelong learning opportunities. Mississippi's continuing education departments play a vital leadership role in helping adult workers access such learning opportunities.

According to the latest available census data, Mississippi's adult workforce includes 516,091 individuals with high school diplomas; 366,344 with some college credit; 100,561 with associate degrees; and 194,325 with bachelor's degrees. Mississippi IHL continuing education departments enrolled approximately 17,000 students in academic courses in Fall 2003. Because of the role that continuing education departments play in meeting the academic needs of adult workers, chief continuing education officers are included as academic council members (voting or nonvoting) on many campuses. To better serve the higher education needs of adult workers in the state of Mississippi, directors of continuing education departments proposed in 2001 and the Board approved the establishment of the *Mississippi Partnership for Adult Continuing Education (PACE)* to assist adult workers in strengthening and updating their workforce skills by increasing their participation in higher education programs. At the system level, PACE markets higher educational opportunities to adult workers. At the institutional level, PACE provides the infrastructure for the *Mississippi eCampus* which identifies and markets higher educational academic courses and programs.

### ***FINDINGS:***

1. Mississippi has a large educationally underdeveloped pool of prospective adult students.
2. Mississippi's adult workers have higher education needs focused on career development or advancement.
3. Mississippi's adult workers have many nontraditional academic experiences.
4. Mississippi's adult workers, 21 years of age or over who do not meet admissions requirements as set forth in section 601 of Board of Trustees policy, may apply for admission as nondegree-seeking students. Section 601 of Board policy states that adult students may achieve degree-seeking status by completing a minimum of twelve (12) credit hours with a "C" average or above.
5. Mississippi adult workers' educational needs can be met without jeopardizing universities' ability to meet the needs of traditional students if universities utilize the existing continuing education departments to serve as adult-friendly support units.

6. Mississippi's institutions of higher learning continuing education departments coordinate the offering of lifelong learning opportunities for adult workers.
7. Mississippi's continuing education departments are typically managed as auxiliaries in that they must generate revenue sufficient to support their academic course offerings.
8. Mississippi's continuing education departments secure faculty to teach courses by offering compensation for (1) faculty who develop new courses and (2) faculty members who teach courses for continuing education students. Continuing education courses are typically not a part of the workload for faculty. By rewarding faculty members who teach courses for continuing education students, universities are able to be competitive with nontraditional for-profit academic program institutions (i.e., the University of Phoenix – the largest private university in the world).
9. Mississippi's continuing education departments enrolled 17,195 students who earned 47,335 academic credit hours in 1,105 courses in Fall 2003. During the same period, the departments reported an additional 16,427 students participated in 959 noncredit programs that provided 246,600 contact hours.
10. Mississippi's institutions of higher learning have not in the past reported academic credit hours or student enrollment figures as generated by continuing education. We are investigating the possibility of including these figures starting Fall 2004.
11. Mississippi institutions of higher learning participated in the Southern Regional Electronic Board virtual university—the Southern Regional Electronic Campus—by offering 368 courses in Fall 2003.
12. Mississippi institutions of higher learning will offer 130 courses over Mississippi's Interactive Video Network in Spring 2004.
13. Mississippi institutions of higher learning have access to FCC licensed channels that can be used for educational purposes. Currently these channels provide universities access to one-way video and two-way audio. Future plans may include using these channels for high speed access to the Internet.
14. Many continuing education programs are developing “blended” academic course delivery strategies for adult workers that involve infusing technology into typical continuing education course delivery strategies.

## ***HIGHER EDUCATION OPPORTUNITIES FOR THE ADULT WORKER CONCERNS, RECOMMENDATIONS, CHALLENGES, AND UPDATES***

**SPECIAL SUPPORT SERVICE NEEDS.** Adult workers typically have limited access to on-campus student support units such as admissions, advisement, registration, and financial aid offices. Continuing education departments provide special student support services designed to meet the needs of adult and other nontraditional students.

**RECOMMENDATION.** Mississippi institutions of higher learning should support special adult-focused student support services.

**CHALLENGE.** Continuing education department support services should be more closely coordinated with campus-based services. Adequate resources should be provided to support staff placed within continuing education departments to ensure proper management of student services. Ideally, an adult services center in each continuing education department would be responsible for accommodating this population of learners with these services. It is imperative that the special needs experienced by adults be met to ensure success of continuing education programs.

**UPDATE.** Examples of areas where special adult-focused student support services have been implemented are:

- ◆ The Credit Studies Unit of the Mississippi State University (MSU) Division of Continuing Education. This unit works closely with academic departments across campus to offer courses through a variety of distance learning methods in undergraduate and graduate programs.
- ◆ The Operations Unit of the MSU Division of Continuing Education. This unit is the main link between students and the institution. This unit coordinates the administration and registration of all distance learning students that enroll in courses through the Division and is key to ensuring that each student has a positive academic experience.
- ◆ Extension Service. In support of the institutional goals of expanding lifelong learning opportunities, the MSU Extension Service has implemented a distance education program to meet the needs of its clients and staff. A process has been developed for the production and support of on-line courses which include certification courses for external clients and internal training opportunities for staff.

**FOCUSED CONTINUING EDUCATION MARKETING STRATEGY.** The IHL and PACE in 2001 developed a system Web site, [www.msecampus.org](http://www.msecampus.org), that enables adult learners to link to a centralized office of “adult learner services” within each public university for available programs and services. However, there is still a need for support and funding if the MS eCampus is to fulfill its purpose and increase access to education.

**RECOMMENDATION.** Support PACE’s recommendation to implement a strategy to market PACE and the MS eCampus. A \$10 per credit hour fee for all distance students is recommended. Three dollars (\$3) of the \$10 will support the marketing effort. In conjunction with the MS eCampus, it would be beneficial for continuing education departments to have greater visibility

and easier access to their university's home page. For example, all university Web pages will be linked to the MS eCampus Student Adviser Web page.

**CHALLENGE.** A stronger marketing plan is needed for each university to recruit students and inform them of policies and programs available. Adult workers often have difficulty in locating information regarding available programs and services offered through continuing education departments.

**'INFOSTRUCTURE'**. This report contains data on academic programs, courses, and enrichment activities designed to serve adult workers, especially those programs and courses managed by continuing education departments. Since adult workers have special needs, most continuing education departments have acquired extensive experience in managing education programs, courses, and enrichment activities designed to serve adult workers.

**RECOMMENDATION.** Mississippi institutions of higher learning should develop local policies to establish continuing education departments as the unit responsible for coordinating adult worker focused activities.

**CHALLENGE.** When adult focused programs, courses, and enrichment activities are not coordinated by continuing education departments, universities lose the advantage of continuing education departments "infostructure" to properly market, evaluate and serve adult workers. There is a need to have all programs, courses, and enrichment activities that are geared toward adult learners managed through continuing education departments. By centralizing these efforts, opportunities to serve adult workers would be enhanced.

**UPDATE.** Continuing education departments in many instances are serving on the academic deans council on many campuses.

**EXPERIENTIAL LEARNING.** Academic credit can be awarded to adult workers for prior (experiential) learning. Some universities have expressed an interest in evaluating the possibility of awarding academic credit for experiential learning. The Council on Adult and Experiential Learning (CAEL) reports a growing national interest, from liberal arts colleges to research extensive universities, in recognizing adult experiential learning.

**RECOMMENDATION.** The Mississippi Institutions of Higher Learning Board Office should establish guidelines that provide direction for universities that are considering granting academic credit for experiential learning.

**CHALLENGE.** The concern expressed by CAEL is the need for universities to develop common standards for awarding academic credit for experiential learning. The most utilized standards are those developed by universities participating in CAEL that are based on examination of a portfolio.

**UPDATE.** MSU, for example, offers academic credit for experiential learning to all its students. Credit is offered to adult learners via internships almost every semester and is regulated by the academic departments that offer them through the Credit Studies Unit within the Division of Continuing Education. The guidelines for all types of experiential learning are regulated by the academic departments in which each course or program is housed.

**UNIVERSITY FACULTY AND CONTINUING EDUCATION DEPARTMENTS.** While faculty members' contributions to academic programs that address the needs of adult workers must not adversely affect the quality of research, teaching, and service provided to traditional students, their service to adult workers should be recognized.

**RECOMMENDATION.** Mississippi institutions of higher learning chief academic officers working with chief continuing education officers should develop innovative means of encouraging faculty members to participate in continuing education programs designed to address the needs of adult workers.

**CHALLENGE.** Limited incentives are in place to properly recognize and reward faculty members who teach or otherwise contribute to continuing education programs. It is, therefore, difficult to attract and retain quality faculty/instructors for adult learner programs. To encourage faculty to participate in continuing education programs will require innovative reward strategies. Many universities have developed incentive pay strategies to encourage faculty members to develop continuing education and on-line Web-based courses.

**UPDATE.** Faculty who engage in teaching distance learning courses through the continuing education unit are eligible for additional pay if they are teaching beyond their normal teaching load and if their academic department head and college dean approve such payment. In addition, the continuing education unit may participate in revenue sharing with its academic partners. Administrative policy could be developed to make teaching distance learning courses part of promotion and tenure.

**ACADEMIC COURSES AND EDUCATIONAL TECHNOLOGY.** Mississippi has invested in establishing a first rate comprehensive educational technology delivery infrastructure. Beyond traditional means of reaching students (i.e., university campuses, dual campuses, branch campuses), adult workers who are place bound can access additional educational opportunities using distance learning technologies such as the Internet, the Mississippi Interactive Video Network and the EDNET.

**RECOMMENDATION.** Mississippi institutions of higher learning should require all courses that are developed for delivery using distance learning technologies to adhere to the SREC Principles of Good Practice. Mississippi institutions of higher learning should encourage the staff of continuing education departments to assist professors in developing and listing courses and programs over these formats.

**CHALLENGE.** *Standards* — How can the public be assured that courses delivered using distance learning technologies meet the same rigor as courses delivered using traditional methods? Regional accrediting agencies have developed “*Best Practices for Electronically Offered Degree and Certificate Programs*” that explicate how the well-established essentials of institutional quality found in regional accreditation standards are applicable to the emergent forms of learning. *Best Practices* are meant to assist institutions in planning distance education activities and to provide a self-assessment framework for those already involved. In addition, the Southern Regional Electronic Campus (SREC) of the Southern Regional Education Board has researched and established “*SREC Principles of Good Practice: The Foundation for Quality of the Southern Regional Electronic Campus, 2002-2003.*” These principles are designed to help students find and enroll in high-quality courses and programs at colleges and universities

delivered using distance learning technologies. Each of the 368 courses offered by IHL universities had to meet these standards before they could be offered via the SREC. (See Appendix A.)

**UPDATE.** Seven dollars (\$7) of the \$10 per credit hour fee recommended by PACE for all distance students will assist continuing education directors in working with faculty to develop new courses and improve existing Web courses. Some universities have developed full undergraduate and graduate programs using distance learning formats such as MIVN, on-line, and videotape.

**ACADEMIC DEGREE PROGRAMS AND EDUCATIONAL TECHNOLOGY.** Mississippi's universities have developed many on-line academic courses. However, few on-line academic degree programs have been developed. Currently, universities have developed two on-line graduate academic degree programs for listing on the SREC.

**RECOMMENDATION.** (1) Continuing education departments should develop the infrastructure necessary for assisting academic departments and their faculty in developing academic on-line degree programs. (2) PACE should consider developing a common on-line delivery strategy similar to the activities of the Colorado higher education strategy.

**CHALLENGES.** Mississippi's challenge is to develop its campus-based continuing education units to the degree that they can provide appropriate academic support services to academic departments and their faculty members who are interested in developing on-line academic degree programs. A further challenge is that Mississippi ranks last in the number of Internet connections, therefore, the number of computers in homes means access to on-line courses is restricted.

**UPDATE.** Continuing education units in cooperation with information technology services on some campuses offer technical training and 24-hour assistance in regard to instructional design and distance learning. The services are provided monthly at no cost to faculty and staff.

### **ADULT STUDENT ENROLLMENT AND ACADEMIC CREDIT HOURS DATA.**

**RECOMMENDATION.** To appropriately report the number of adult learners being served, continuing education departments should be held accountable for reporting data by completing and submitting annually the "Individual Report of Programs/Delivery Systems" which is enclosed in this report. (See Appendix B.) Mississippi public universities should establish a procedure for reporting student enrollment in continuing education courses by academic program units and student credit hours generated from continuing education courses.

**CHALLENGE.** Continuing education academic credit courses are scheduled throughout the year. Because they do not begin on the same date as regular semester courses, enrollment numbers are not adequately reported. Likewise, enrollment data from continuing education courses are not identified as continuing education generated student credit hours.

**UPDATE.** The Board's institutional research staff and PACE have established appropriate data reporting elements with common definitions.



## *THE MS ECAMPUS*

Through Mississippi's continuing education departments, the state has developed an impressive infrastructure for providing higher education opportunities to adult workers. These units manage the "infostructure" for academic courses and programs offered off-site (off-campus and off-branch campus). Continuing education units are expected to be self-supporting. In this report, the reader will observe that continuing education departments provide both credit and noncredit academic and workforce education via both on-line and traditional asynchronous and synchronous programming.

Adult workers are not concerned with many traditional student activities. They desire easy access to quality academic programs that are affordable and offered at reasonable times and in manners that allow them to manage a full-time job, a family, and a community life. National data indicate that the majority of adult workers desire courses that are offered within 30 miles of their home if not offered via distance learning media in their homes. Mississippi has invested wisely in its educational infrastructure and has a unique opportunity to provide user friendly adult education to its people.

The state of Mississippi, through its Board of Trustees for State Institutions of Higher Learning, established MS eCampus, a Web site ([www.msecampus.org](http://www.msecampus.org)) to better serve the needs of adult workers by providing in a single location the means

- to locate information about education and training programs;
- to obtain information on financial aid;
- to interact with advisors;
- to register for courses or non-academic programs;
- to obtain information about the transferability of courses to academic degree programs;
- to plan for academic or noncredit professional development;
- to utilize a common application form accepted by all institutions of higher learning; and
- to provide the academic support services needed to ensure the rigor of academic programs (i.e., MAGNOLIA provides access to quality on-line library resources.)

Continuing education departments assisted the chief academic officers in designing the electronic campus. Since continuing education departments are self-supporting units, they are poised to manage the MS eCampus: developing academic and non-academic activities and

managing its administrative and fiscal affairs. Activities that are organized by continuing education departments should be available on the electronic campus. The electronic campus, as is the case with continuing education departments, should be self-supporting. Based on data in this report and with support from local campuses, enrollment in continuing education departments and on the electronic campus has nearly doubled within the past three years.

The MS eCampus, through continuing education departments, provides technical support to faculty members who desire to develop courses in any format that continuing education departments currently use in delivering academic courses to adult students.

Because of the nature of continuing education units, the PACE should serve as the coordinating/management mechanism for the eCampus and distance education and report to the Board of Trustees through the chief academic officers on related matters.

There is a need for support and funding for PACE if it is to continue to increase access to education for adult learners. PACE recommends a \$10 per credit hour fee for all distance students. Three dollars of the \$10 will support the PACE/IHL eCampus marketing strategy: Web site development and maintenance, developing marketing materials like CD-ROMS, flyers, radio/TV spots, growth of ability to serve adult learners, and administrative support.



# REPORT ON CONTINUING EDUCATION



## ***REPORT ON CONTINUING EDUCATION (LIFELONG LEARNING)***

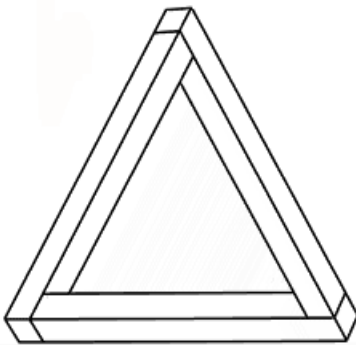
Education is not preparation for life, education is life itself.

~John Dewey~

**MODERN CONTINUING EDUCATION PROGRAMS AND THE ADULT LEARNER.** The world of continuing education departments, designed to meet the lifelong learning needs of adult workers, is changing. It is evolving to meet the needs of a workforce that competes in a global, knowledge-based economy where even a highly trained workforce must have access to lifelong learning opportunities in order to strengthen and update workers' skills. Adult workers understand that an education is never complete for those who seek the competitive edge required for career advancement and personal career goals.

Continuing education departments are the units on university campuses responsible for providing leadership in addressing the lifelong learning needs of the adult worker. New strategies and tools are available to continuing education professionals to meet the current and future workforce needs of adult workers who desire lifelong learning opportunities. Some of the new education delivery tools are the Internet, electronic (distance learning) classrooms, and interactive television. By coupling these new tools with traditional continuing education program delivery tools (i.e., surface

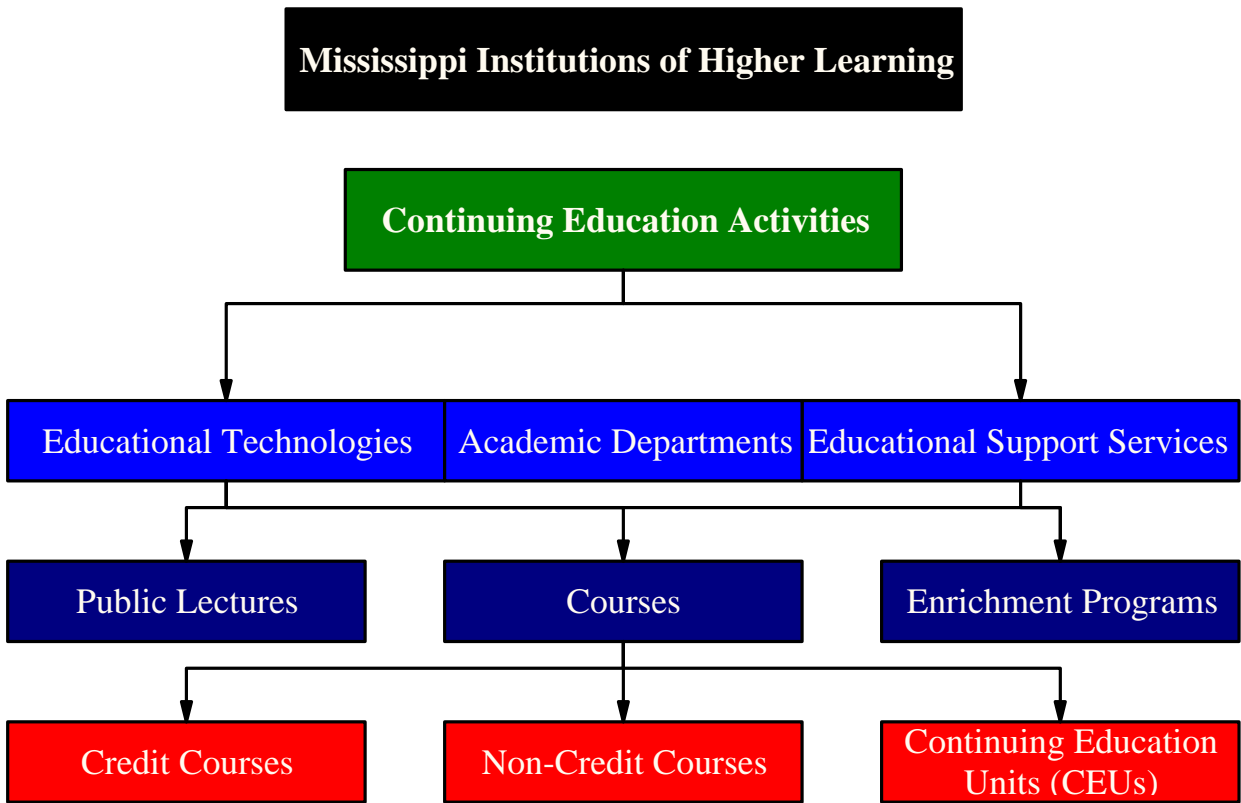
mail, off-site lectures, and VHS tapes), continuing education departments are providing access to needed lifelong learning opportunities to assist workers in obtaining or retaining their competitive skills; thus, helping businesses and industries increase productivity, efficiency, and revenue.



**ADULT WORKERS AND CONTINUING EDUCATION DEPARTMENTS.** In a knowledge-based economy, continuing education departments must work with academic departments and community and business leaders to form bridges for delivering educational opportunities to adult workers. These educational opportunities must focus on strengthening and updating adult

workers' skills by providing adult workers with access to public lectures, credit and noncredit courses, and enrichment programs through traditional continuing education programs (correspondence courses [mail], VHS tapes, off-campus lectures, or other means) and modern educational technologies (Internet based courses, electronic classrooms, educational television, or other educational technologies).

Continuing education departments generally deliver lectures, courses, and programs at remote sites that may include off-site university branch campuses or directly to adult workers' homes.



Continuing education departments manage conferences, workshops, and college and high school courses designed to provide educational opportunities to adult workers. Many continuing education departments work with staff of the Institutions of Higher Learning to manage the Southern Regional Electronic Campus (SREC), the virtual university for southern states. This virtual campus offers academic courses and full baccalaureate degree programs from all sixteen (16) Southern Regional Education Board states. Mississippi universities offer 368 courses over the SREC.

**DEPARTMENT MISSION.** Continuing education departments provide access to the services and resources of universities to meet the information and instructional needs of socially and culturally diverse adult workers, many of whom do not have geographic access to a university campus. The departments provide access to credit and noncredit courses, programs, and training for both traditional and nontraditional learners in a variety of locations using innovative methods, curricula, schedules and technology. The departments serve as community outreach units of universities by providing support for economic and community development activities, environmental education, and human resources development.

**DEPARTMENT SERVICES.** Continuing education units support the following types of university programs:

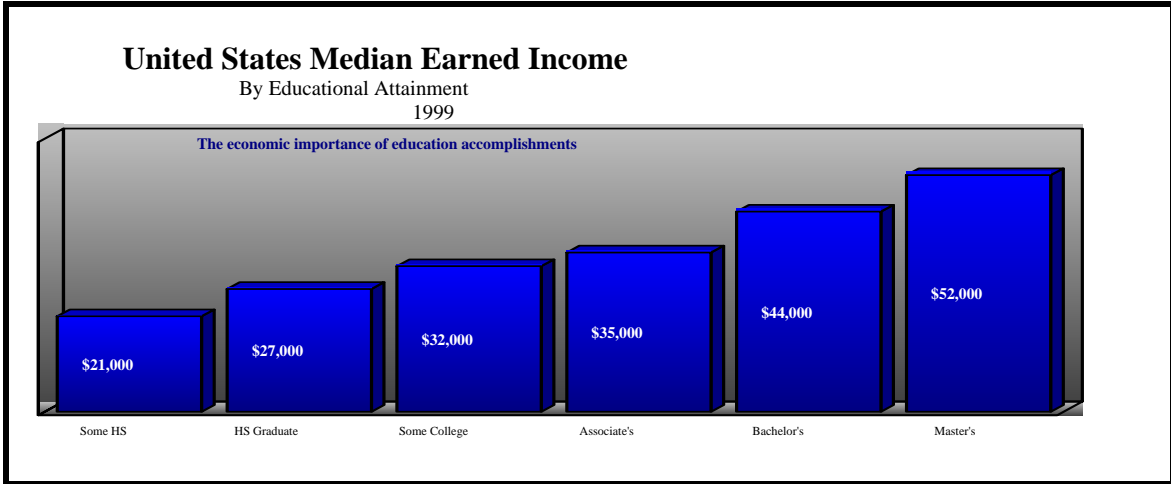
- enrichment programs – programs designed to assist adult workers in learning new techniques (or students better prepare for standardized examinations, i.e., ACT preparation courses);
- educational technology programs – programs designed to increase the technology literacy of adult workers;
- academic courses delivered in traditional and nontraditional formats at flexible times;
- conferences, workshops, symposia – meetings of academics and practitioners for the purpose of identifying and discussing critical issues;
- short courses – concentrated course work focusing on specific topics;
- public lectures – a series of lectures by prominent scholars and practitioners discussing theory and current works; and
- contract courses – courses customized for firms, companies, or agencies requesting in-house training.

Continuing education departments conduct registration, organize activities, recruit participants, advise, collect fees, record procedures, provide access to technology, record and report grades, and perform any other academic or student support activity that is required to serve adult workers.

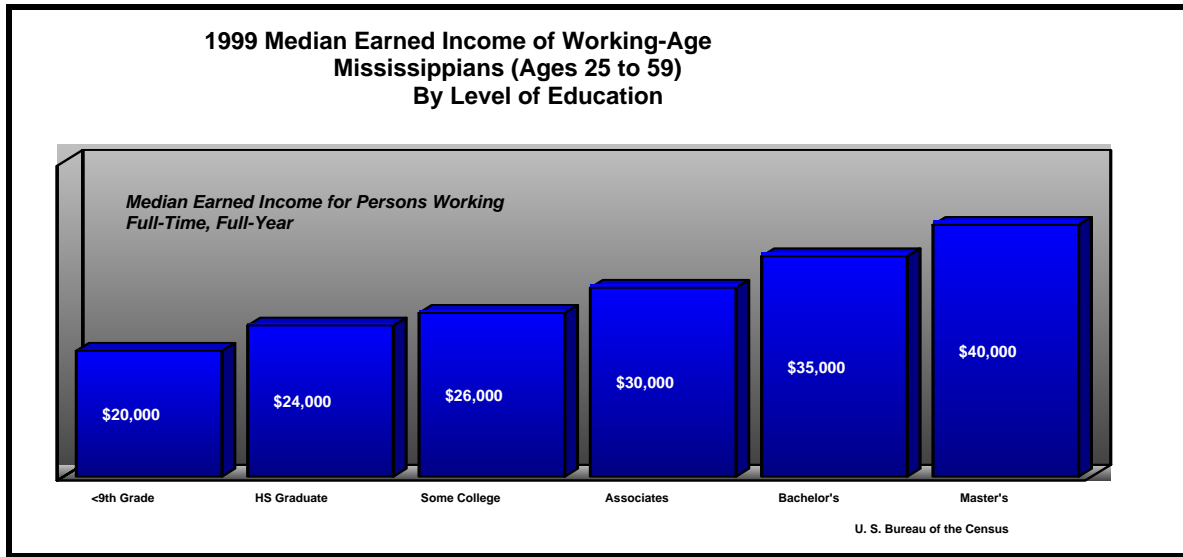
**UNITED STATES ADULT WORKERS PROFILE\*.** In an age of rapid economic and technological change, lifelong learning activities are formal activities including basic skills training, apprenticeships, work-related courses, personal interest courses, English as a Second Language (ESL) classes, and college or university credential programs. Excluding “traditional” students (among 16- to 24-year-olds, full-time participation in a college or university credential program was not counted as an adult education activity), participation in adult education among those age 16 and above increased to 47 percent in 2001 from 34 percent in 1991 and from 42 percent in 1995. Among different types of education activities, the percentage of persons age 16 and above (excluding traditional students) participating in a college or university credential program in 2001 was lower than in 1995 and 1999. The percentage of persons participating in work-related courses in 2001 was greater than in 1995 and 1999.

Among all persons age 16 and above in 2001 (excluding traditional students), work-related courses were the most prevalent form of lifelong learning (30 percent), followed by personal interest courses (21 percent), college or university credential programs (7 percent), and other activities (4 percent). Higher educational attainment was associated with participation in overall adult education activities, work-related courses, and personal interest courses.

\*Source: U.S. Department of Education, NCES. The Condition of Education 2003 (NCES 2003-067).



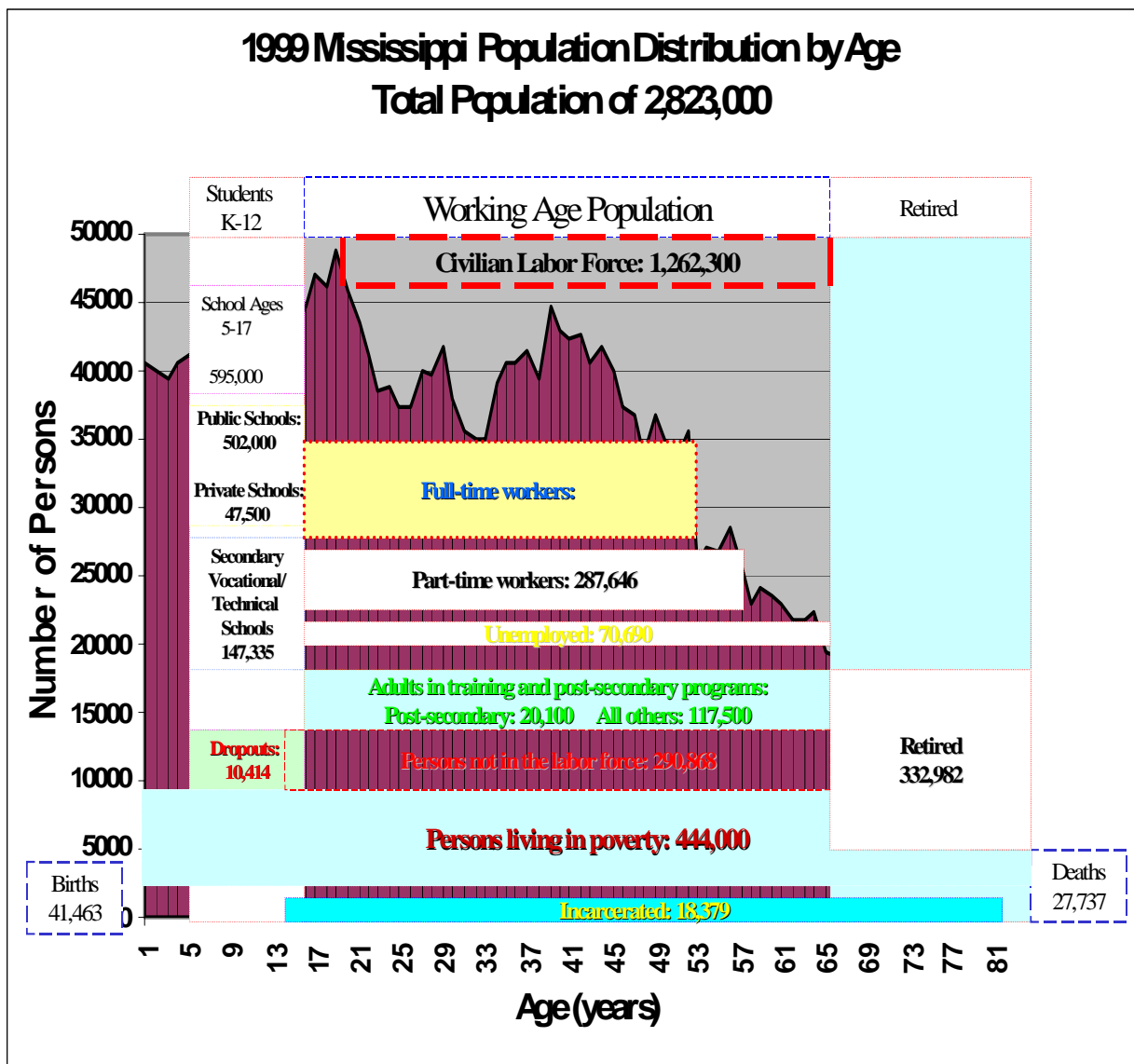
**MISSISSIPPI ADULT WORKERS PROFILE.** In Mississippi, adult workers come to continuing education programs from many walks of life seeking career advancement. They are individuals starting college for the first time, mothers seeking the college education their children are getting, adult workers looking for career advancement or change; they are single parents or individuals who interrupted college to raise a family or pursue a work life. Some adult workers come to continuing education programs to "fill in the gaps" left from an earlier college experience or to enhance their knowledge in new areas of interest. They are a diverse group who share a desire to be active participants in their own educations and willing contributors to their classmates' learning. They range in experience from beginning worker to those well beyond retirement age—one university has a special program for retirees. These adult workers face many deterrents to their pursuit of higher education for career advancement such as lack of time due to career and family obligations, shorter time lines for making decisions to enroll in classes, and inconveniences of place.





**THE SIZE OF THE POTENTIAL POOL OF ADULT WORKERS.** Mississippi's estimated population in 1999 of 2,823,000 includes 2,535,354 full-time adult workers, 287,646 part-time adult workers, and 70,690 unemployed individuals.

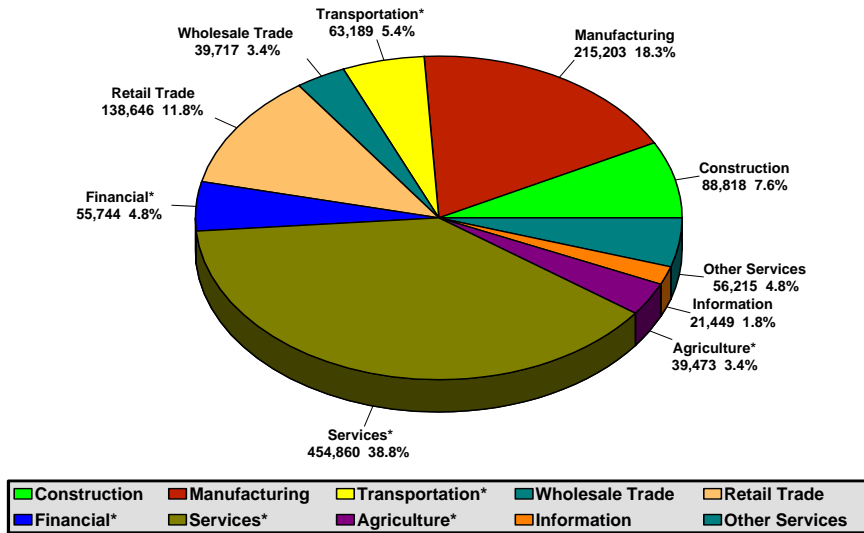
In Mississippi, education matters. Mississippi workers who have a bachelor's degree earn 46 percent more than students whose highest degree is a high school diploma. Continuing education departments benefit from the fact that Mississippians who earn a bachelor's degree are four times more likely to enroll in additional education programs. Mississippi has 194,325 workers who have earned a bachelor's degree and an additional 366,744 workers who have "some" college education. These pools of students are prospective continuing education students.



Source: Office of the Assistant Commissioner of Planning and Research

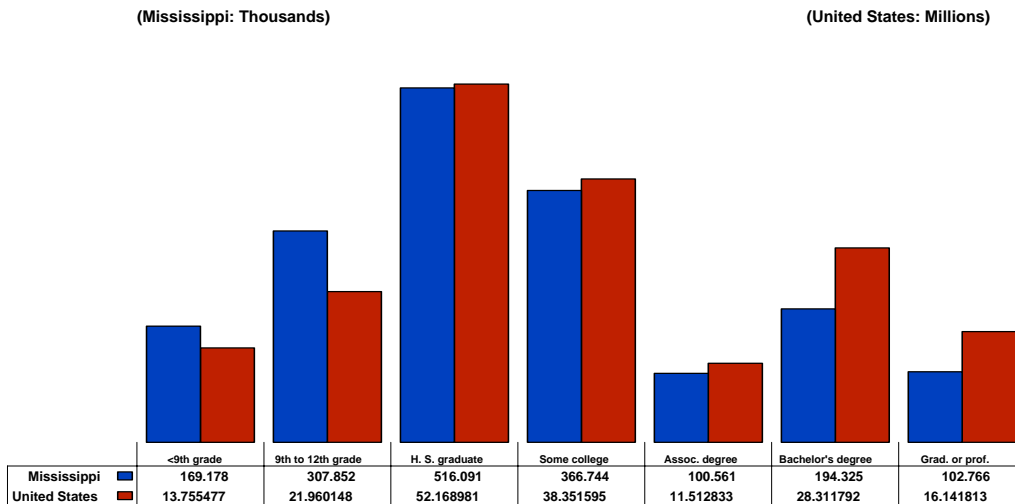
# Mississippi Adult Workers' Profile

## Comparative Statistics for Mississippi Paid Employees



Source: 2000 Profile of Economic Characteristics. U.S. Census  
 \*Transportation: Transportation and warehousing, and Utilities  
 \*Financial: Finance, Insurance, and Real Estate Industries  
 \*Agriculture, forestry, fishing and hunting, and mining  
 \*Services: Professional, Educational, Arts, Public Administration

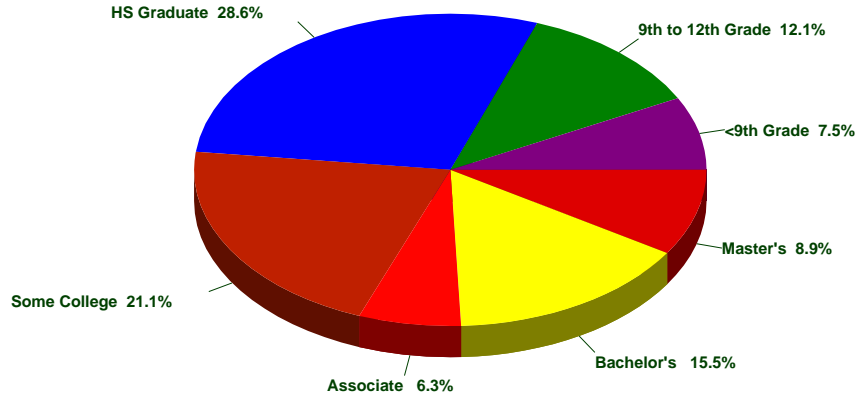
## Persons 25 years and over United States: 182,211,639 Mississippi: 1,757,517



U. S. Bureau of the Census, 2000 Census Summary File 3 g

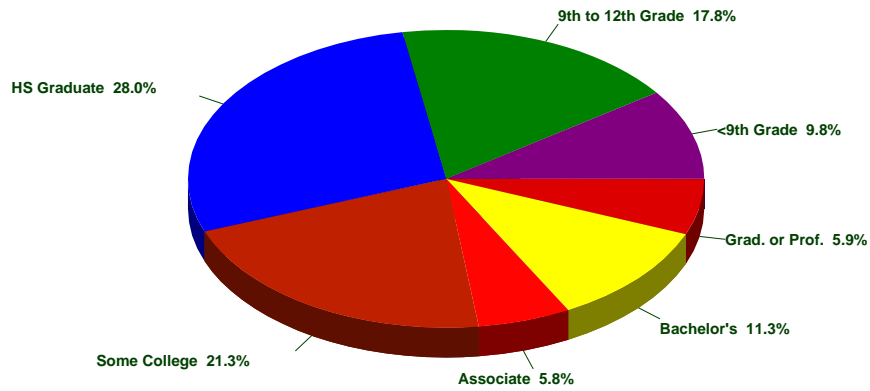
**Adult Workers  
Persons 25 Years and Older**

**U.S. Population: 182,211,639**



U.S. Bureau of the Census 2000.

**Adult Workers -  
Persons 25 Years and Older  
Mississippi Population: 1,757,517**



U.S. Bureau of the Census.

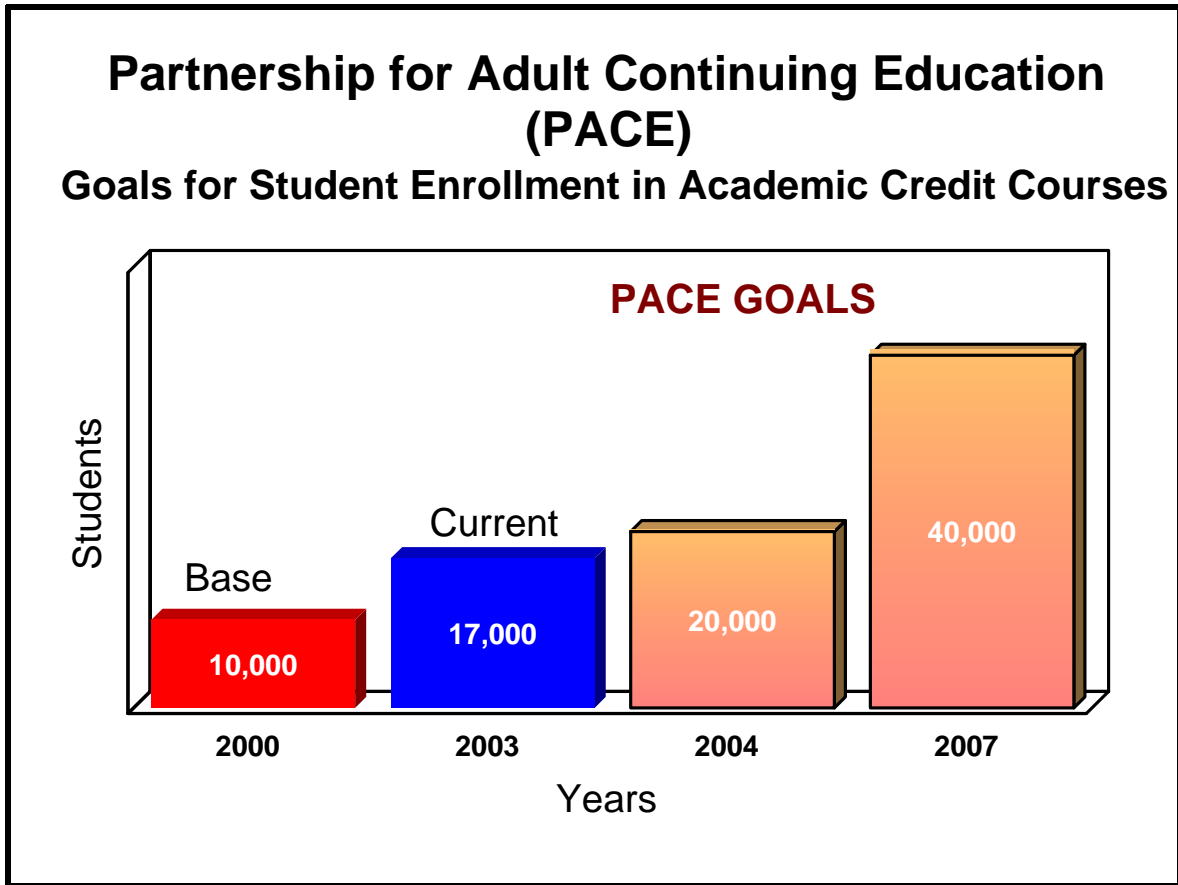
**MISSISSIPPI EDUCATIONAL TECHNOLOGY INFRASTRUCTURE.** Paradoxically, Mississippi has both the lowest per capita income and the highest percentage of its tax dollars going to support education of any state in the nation. Beyond Mississippi's investment in traditional education activities, Mississippi has supported the implementation of modern educational technologies. Many of Mississippi's universities are active participants in Internet II—a broader-band higher-speed application of the Internet, the Mississippi Interactive Video Network, and EDNET. These technologies are valuable tools for making educational opportunities available to adult workers throughout the state.

**MISSISSIPPI ADULT WORKERS ADMISSION OPTIONS.** Adult workers are by definition individuals who have or are seeking employment and are 25 years or older. The Board of Trustees for Institutions of Higher Learning has approved admissions policies specifically designed to address the needs of adult workers. While adult workers are eligible for admission under all relevant Board policies, adults are also provided special consideration under Board policy 601.03 (Students Twenty-one Years of Age or Over). This policy states, "A student 21 years of age or over who does not meet admission requirements as set forth under *Section 601 Admission Standards et seq.* may apply for admission as a nondegree-seeking student. Admission may be granted for such programs or courses as he or she may be prepared to enter. Degree-seeking student status may be achieved by meeting admission standards as set forth under *Section 601 Admission Standards et seq.* or by completing a minimum of twelve (12) credit hours with a "C" average or over." According to Board policy, adults can enroll in courses as nondegree-seeking students for up to twelve (12) hours. If the student completes the twelve (12) hours with a "C" average, he or she can be admitted to a university as a degree-seeking student.

**PARTNERSHIP FOR ADULT CONTINUING EDUCATION (PACE) GOALS AND OBJECTIVES.**

Mississippi has eight public universities and a medical school that participate in continuing education activities. These continuing education departments have developed strategies designed to reach adult students and programs designed to meet their academic or workforce skill needs. During the course of meeting with chief continuing education officers, the group shared information and discussed common challenges that each continuing education department faces. The group agreed that it would be beneficial to develop a structure to encourage collaborations between continuing education departments. The Office of Academic and Student Affairs for the Board of Trustees for Institutions of Higher Learning proposed in 2001 that the chief continuing education officers form a Partnership for Adult and Continuing Education (PACE). The goal of PACE is to better serve the higher education needs of adult workers in the state of Mississippi by providing the structure needed to support the following objectives:

- ▶ disseminate and market information about educational opportunities;
- ▶ research barriers to continuing education faced by adult workers;
- ▶ recommend strategies to universities on how to better serve adult workers;
- ▶ determine the special higher education needs of adult workers; and
- ▶ develop tools to evaluate the effectiveness of programs.

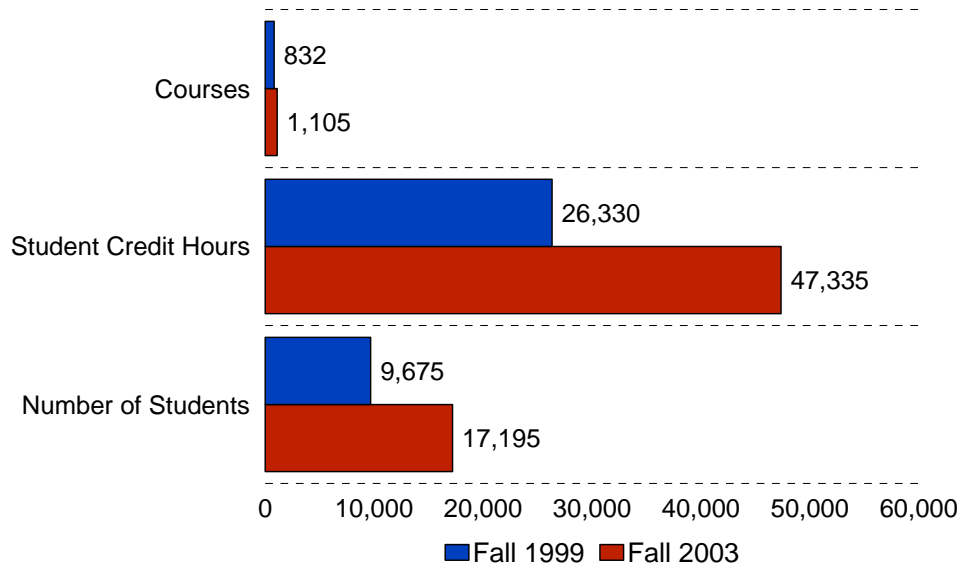


Currently, institutions of higher learning are implementing educational programs for adult students that are designed to assist them in upgrading their workforce skills. A significant, but small, fraction of adult workers take advantage of these opportunities. The goal of PACE is not only to better serve the small group of adult workers who take advantage of educational opportunities, but also to address the needs of a much larger segment of Mississippi's adult workers. In 2001, PACE supported doubling in four years the number of adult workers who pursue academic degrees and tripling the number in seven years. PACE acts as a "metamediary" to assist Mississippi adult workers and university academic units by addressing the following strategies:

#### Developing an Adult Worker Research System Center

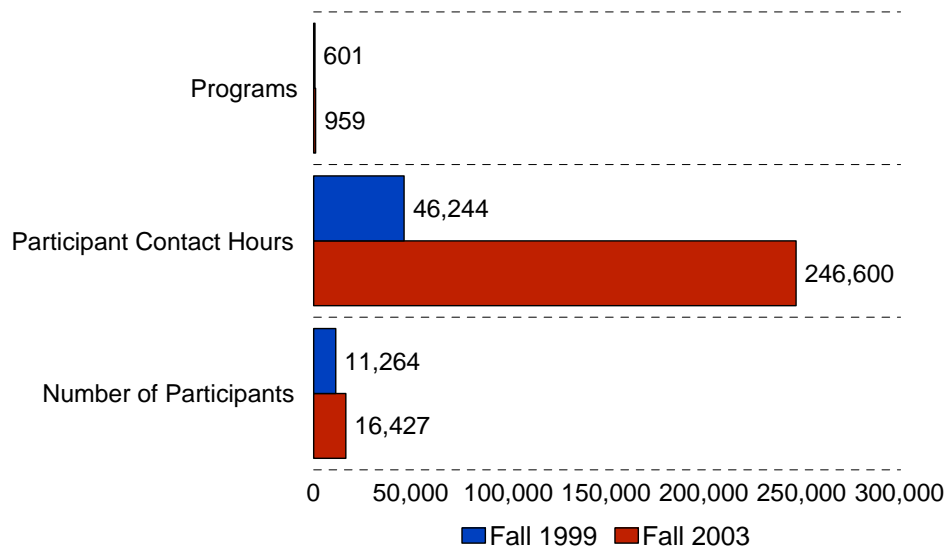
- to study the academic workforce skills needs of adult workers;
- to study the workforce needs of Mississippi's current and future employers;
- to study barriers to continuing education access faced by adult workers;
- to study how to best market continuing education programs to adult workers; and
- to serve as a clearinghouse for university-based adult workers higher education opportunities.

## Credit Programs



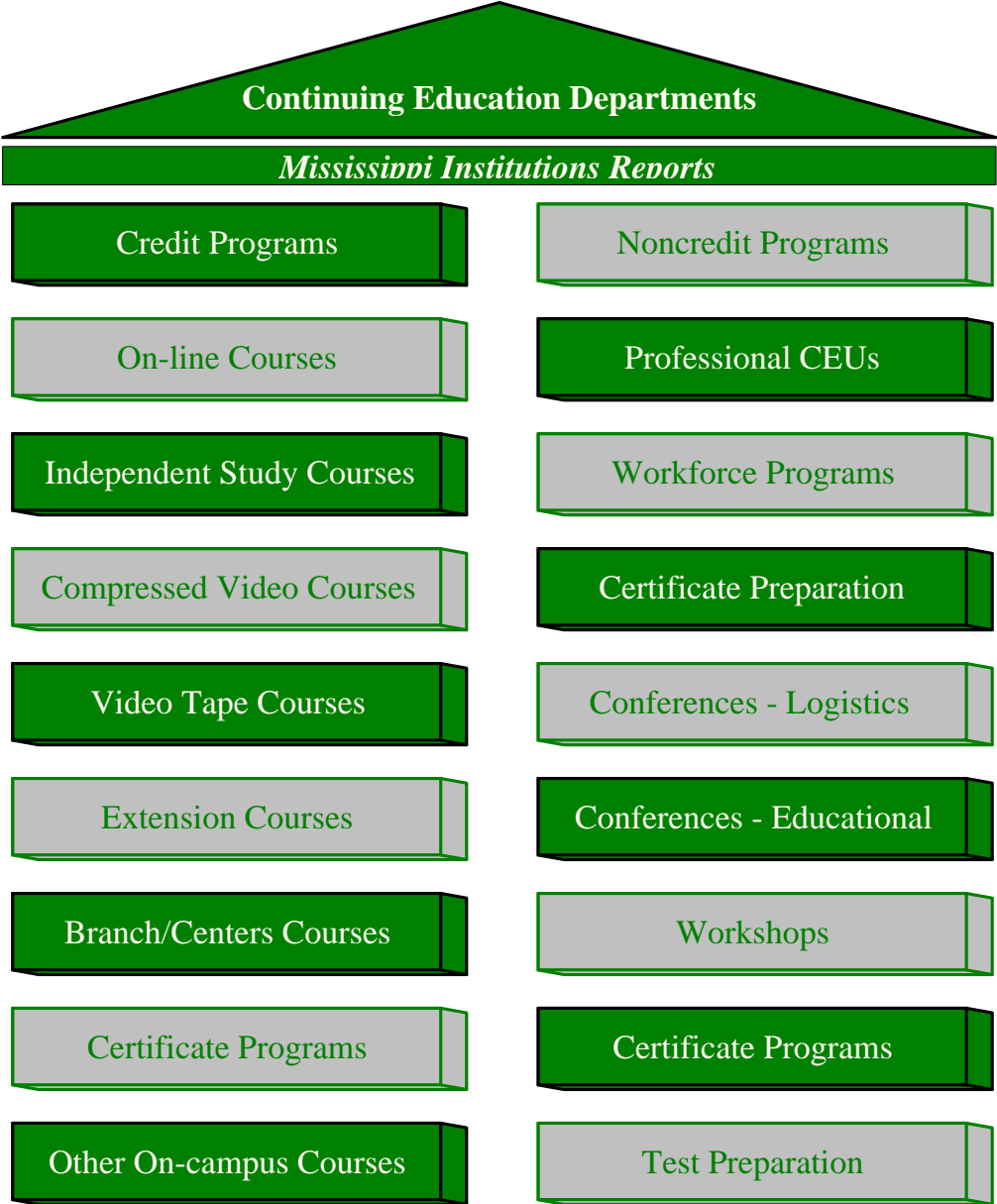
Ratio of Student Credit Hours per Student: Fall 1999: 2.72; Fall 2003: 2.75

## Noncredit Programs

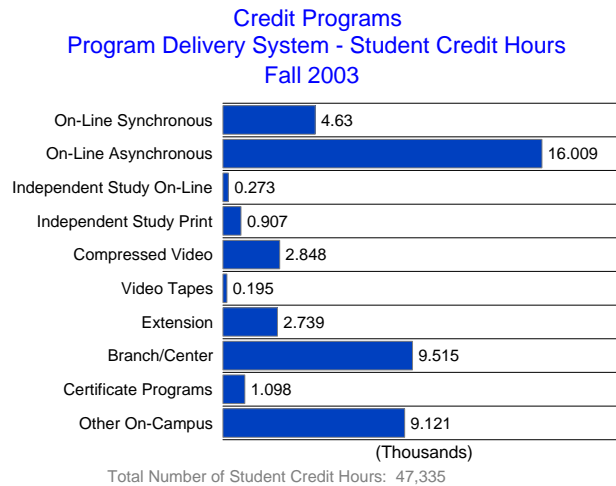
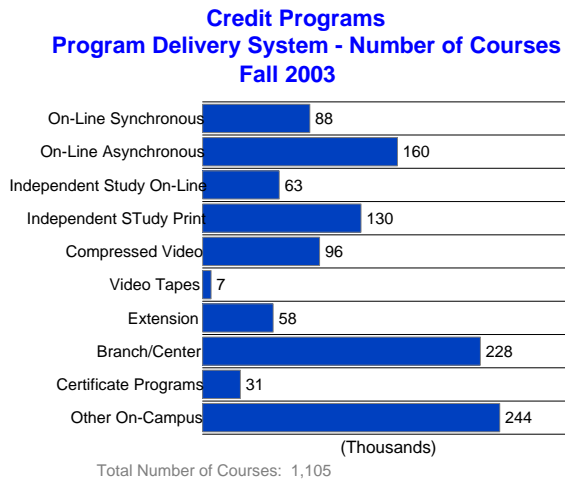
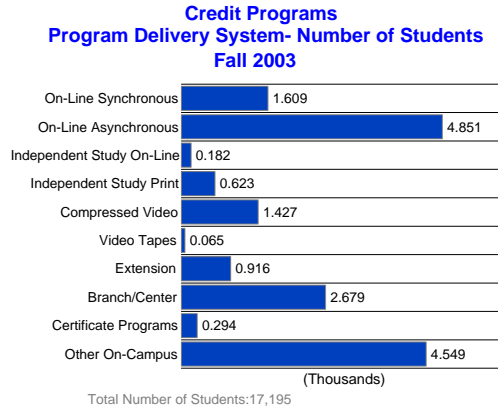
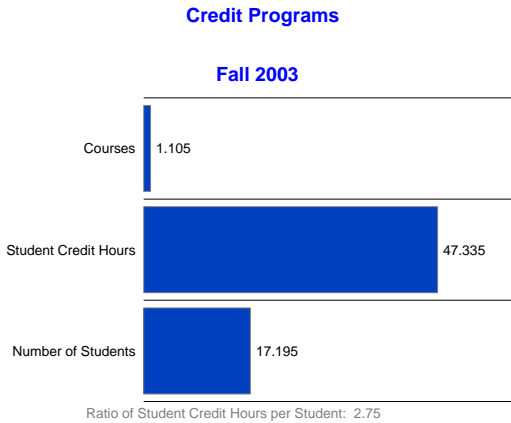


Ratio of Contact Hours per Participant: Fall 1999: 4.1; Fall 2003: 15.01

# Mississippi Institutions of Higher Learning

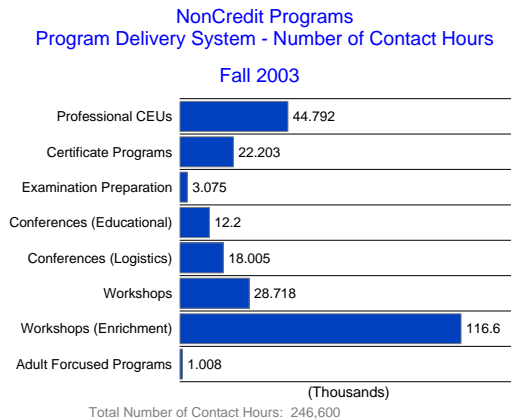
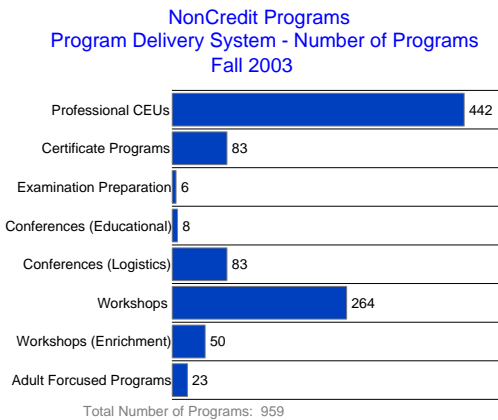
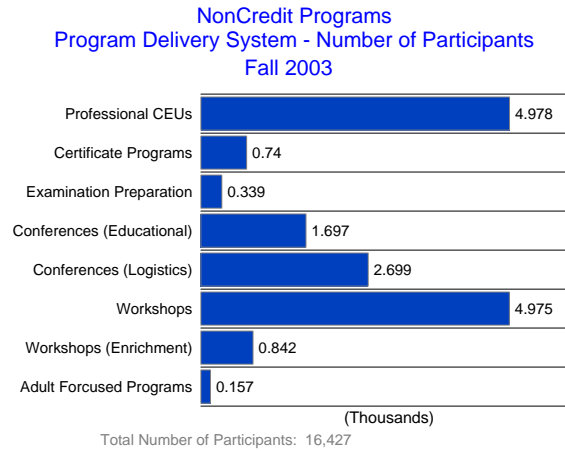
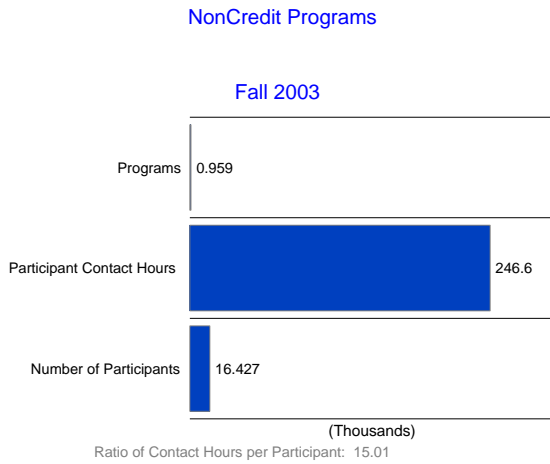


**FOR CREDIT COURSES.** In Fall 2003, continuing education departments enrolled 17,195 students in 1,105 courses that produced 47,335 student credit hours. This results in a student credit hours per student ratio of 2.75. This means that continuing education for credit students typically enroll for one three-hour course per semester. The data also indicates that continuing education students for this report period favor enrolling in on-line asynchronous courses and “Other On-Campus” courses (these are typically intense between semester courses). Student participation in “On-Line” courses may not be appropriately represented in this report, since the data in the report is derived from continuing education departments only.





**NONCREDIT COURSES.** Continuing education departments serve the adult population by offering noncredit enrichment programs. These programs include workshops, conferences and professional continuing education (CEUs) credits. Continuing education departments reported 16,264 students participated in 959 programs. These participants accumulated 246,600 contact hours. This indicates that a typical noncredit continuing education program had a contact hours per participant ratio of 15.



**INSTITUTIONAL CONTINUING EDUCATION DATA.** The data contained in the “Individual Reports of Programs/Delivery Systems” is presented by academic semesters including Fall 2002, Spring 2003, Summer 2003, and Fall 2003. (See Appendix B.) The data contained in this report only pertains to enrollment, programs, and delivery systems designed for adult learners. Continuing education departments also administer programs designed for high school students and children, such as workshops, camps, and clinics; but, none were included in the data contained in this report.

# *Mississippi Institutions of Higher Learning*

## Continuing Education Departmen

### Distance Learning Technologies

Internet

Satellite

Microwave

Cable and Wireless Televisio

Public Television

Instructional Television

Videotape and CD-ROM

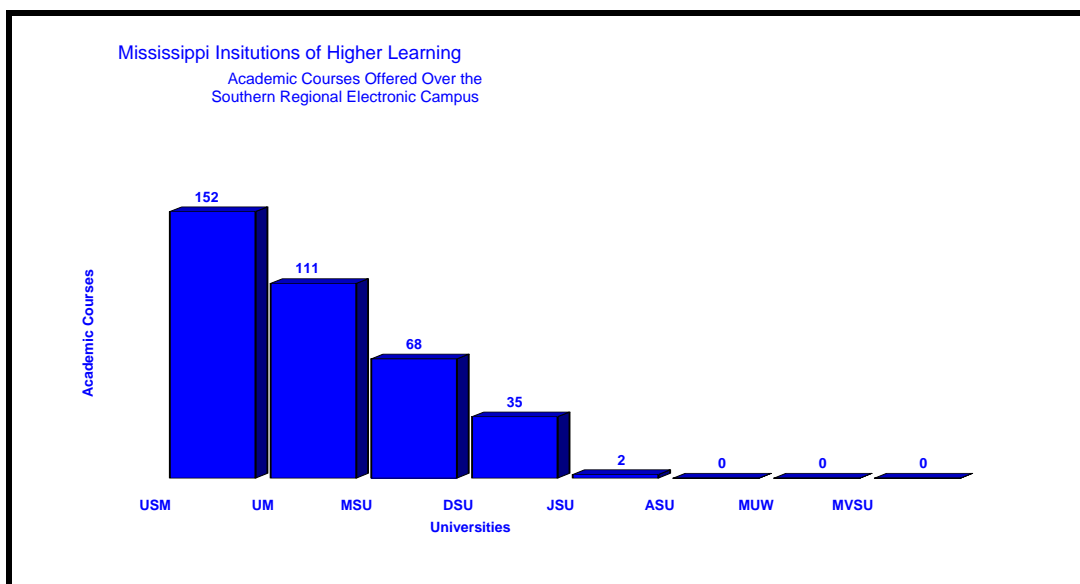
## DISTANCE LEARNING TECHNOLOGIES.

Continuing education departments use distance learning technologies such as instructional television, cable and wireless television, public television, satellite, microwave, videotape, CD-ROM, and the Internet to deliver educational materials to working adults at remote viewing locations.

**THE SOUTHERN REGIONAL ELECTRONIC CAMPUS:** The Southern Regional Electronic Campus (SREC) is the Electronic Campus of the Southern Regional Education Board—a 16 state partnership. SREC was developed to address the changing landscape of the education consumers. Specifically, SREC is a consumer market driven virtual education model that attempts to make education more convenient for adult workers and traditional students. Technology is a major element of the SREC model. The old paradigm of “school-work-retire” is replaced with the new model of lifelong learning. With over 300 colleges and universities participating in the SREC offering over 300 courses and 200 complete academic degree programs, SREC is a virtual electronic campus that is designed to meet the educational needs of adult workers and traditional students.

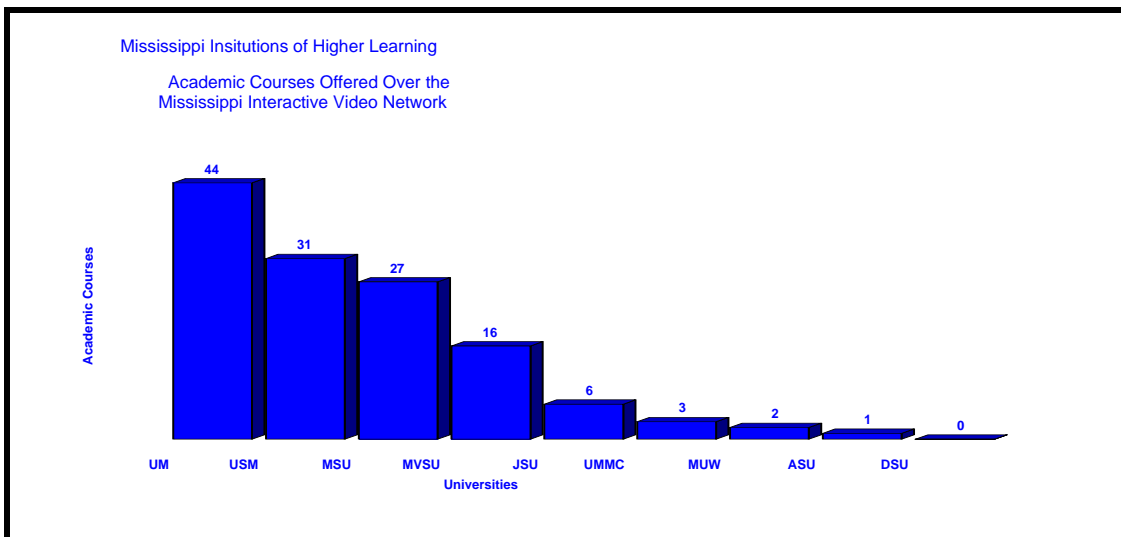
In Mississippi, public universities offer over 368 courses via SREC. The University of Southern Mississippi offers 152 courses, The University of Mississippi offers 111 courses, followed by Mississippi State University with 68 courses. Of the regional universities, Delta State University offers 35 courses and Jackson State University offers two (2) courses. (For a complete listing of courses, see Appendix C.)

SREC has published “Principles of Good Practice” which outlines expected practices for all courses offered on the SREC. These principles represent the best ideas based on national research. Additionally, regional accrediting agencies have developed an expanded “Best Practices for Electronically Offered Degree and Certificate Programs” based on those initially drafted by WICHE ([www.wiche.edu/telecom/](http://www.wiche.edu/telecom/)). Both are valuable for universities to use before approving distance learning courses whether they are offered over the Internet or via distance learning classrooms. The SREC “Principles of Good Practice” are included at Appendix A.



**THE MISSISSIPPI INTERACTIVE VIDEO NETWORK:** Mississippi has one of the largest state-funded data and video network backbones in the nation. The Mississippi Interactive Video Network (MIVN) consists of the Mississippi Fibernet 2000 Network and the Star School Network. Connections with other interactive video networks within the state such as the Community College Network or the Institutions of Higher Learning Network are all managed from the statewide control center housed at Mississippi Public Broadcasting. The video network is bidirectional and links schools and resource centers using specially modified phone lines. It allows for full interactive two-way video, audio, and data communications to be shared among the participants. Students at one site can fully participate in a class originating hundreds of miles away. Instructors and students are both producers of and participants in secondary courses. The system enables an instructor to see and hear the students at remote sites, as well as permits the students to see and hear the instructor and their classmates at other sites.

- 100 percent of Mississippi regions/districts are connected to the frame relay data state backbone/Internet which provides wide area connectivity and Internet access for school districts, community and junior colleges, and universities.
- The MIVN has 116 K-12 sites (and will add four more shortly), 26 community and junior college sites, two at medical centers, and 56 sites at institutions of higher learning. (See map on page 19.)



Some of the courses offered over MIVN are found in Appendix D. Of the 130 courses offered by universities over the MIVN, 44 are offered by the University of Mississippi, 31 by the University of Southern Mississippi, 27 by Mississippi State University, 16 by Mississippi Valley State University, six (6) by Jackson State University, three (3) by the University of Mississippi Medical Center, two (2) by Mississippi University for Women, and one (1) by Alcorn State University.

**THE MISSISSIPPI EDUCATION NETWORK ( EDNET):** The mission of EDNET is to promote, encourage, and assist all levels of education, research, and economic development throughout Mississippi. EDNET is a group of educational cable TV channels delivered by Wireless One cable service. EDNET is a cooperative effort of six state government agencies: Mississippi Public Broadcasting, the Department of Education, the State Board for Community and Junior Colleges, the Institutions of Higher Learning, the Office of the Governor, and the Office of the Attorney General. In partnership with Wireless One, the wireless division of WorldCom, EDNET is nearing completion of a statewide broadcasting system using Instructional Television Fixed Service (ITFS) short range microwave technology.

EDNET holds unlimited potential for workforce development. By partnering with small business and industry, and training providers, EDNET can deliver programming directly to the workplace or home. EDNET is the first wireless distance learning system of its kind in the United States. (See map on page 20.)

**MISSISSIPPI PUBLIC BROADCASTING (MPB) - LEARNING SERVICES:** Mississippi Public Broadcasting's Learning Services provides many services designed to support education in Mississippi.

- **Instructional Programming**  
MPB broadcasts instructional series in all curriculum areas for students in grades K-12, as well as teacher staff development, college credit courses, and GED. Instructional programs and college credit courses from Learning Services' video library are also broadcast by EDNET on the Wireless One cable service.
- **Instructional Productions**  
Award-winning instructional series are produced by MPB in response to curriculum mandates.
- **Distance Learning by Satellite**  
Information, training, and technical assistance is available for schools with satellite equipment.
- **Technical Assistance**  
Technical assistance is available for Mississippi schools including trouble-shooting equipment, equipment purchase consultations, and assistance in evaluating vendor bid proposals.
- **Professional Development for Educators**  
Instructional technology specialists are available to conduct professional development workshops and consultations for school staff.
- **ITV Resource Catalog**  
MPB instructional programs, schedules, and services are listed in the ITV Resource Catalog.

- Teacher Guides
- Many ITV series have companion teacher guides featuring lesson plans for effective use in the classroom and are available for purchase. Availability and cost are listed in the ITV Resource Catalog.
- Video Duplication  
Videotapes of many of the ITV series are available for purchase from the Video Duplication Center. Availability and cost are listed in the ITV Resource Catalog.

**OTHER MISSISSIPPI BROADCAST NETWORKS:** The Mississippi Public Broadcasting Interactive Video Network offered 196 distance learning class sections to 5,397 K-12 students in 2002-2003.

MIVN provided staff development activities to 1,458 K-12 teachers in the 2002-2003 academic year.

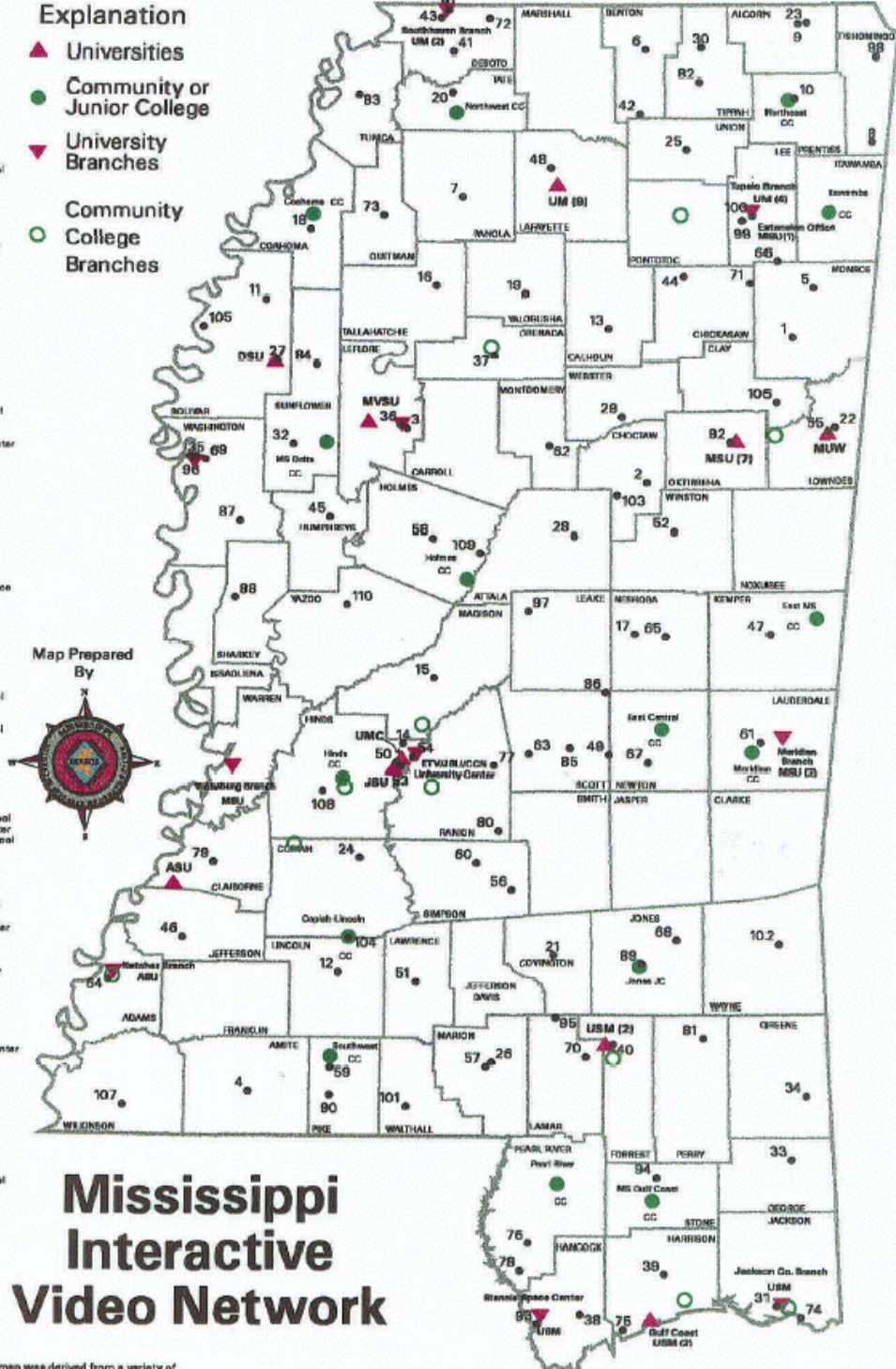
Clearly, these educational technologies are under-utilized resources that have great potential for assisting Mississippi in addressing the educational needs of adult workers.

School Video Locations

- 1 Aberdeen High School
- 2 Ackerman High School
- 3 Amanda Fry High School
- 4 Amite High School
- 5 Amory High School
- 6 Ashland High School
- 7 Batesville Jr. High School
- 8 Belmont High School
- 9 Biggersville High School
- 10 Batesville High School
- 11 Broad Street High School
- 12 Brookhaven High School
- 13 Calhoun City High School
- 14 Callaway High School
- 15 Canton High School
- 16 Charleston High School
- 17 Choctaw Central High School
- 18 Clarkeale High School
- 19 Corteville High School
- 20 Coldwater High School
- 21 Colina High School
- 22 Columbus High School
- 23 Coleshaw High School
- 24 Crystal Springs High School
- 25 Daniel High School
- 26 East Columbia
- 27 East Side High School
- 28 Ethel Attendance Center
- 29 Eunice High School
- 30 Fallow High School
- 31 Gautier High School
- 32 Gentry High School
- 33 George Co. High School
- 34 Greene Co. High School
- 35 Greenville High School
- 36 Greenwood High School
- 37 Granada High School
- 38 Hanzcock High School
- 39 Harrison Central High School
- 40 Hattiesburg High School
- 41 Hernando High School
- 42 Hickory Flat Attendance Center
- 43 Horn Lake High School
- 44 Houma Attendance Center
- 45 Humphreys Co. High School
- 46 Jefferson Co. High School
- 47 Kemper Co. High School
- 48 Lafayette Co. High School
- 49 Laka Attendance Center
- 50 Lanier High School
- 51 Lawrence Co. High School
- 52 Lawrence High School
- 53 MDE - Central High (2)
- 54 MS ETV Classroom
- 55 MS School for Math & Science
- 56 Magee High School
- 57 Marion Co. Center
- 58 McClain High School
- 59 McDerm High School
- 60 Meridian (High School)
- 61 Meridian High School
- 62 Montgomery Co. High
- 63 Morton High School
- 64 Natchez High School
- 65 Natchez Central High School
- 66 Nettleton High School
- 67 Newton High School
- 68 Northside Jones High School
- 69 O'Nannon High School
- 70 Oak Grove High School
- 71 Okolona High School
- 72 Olive Branch High School
- 73 Palmer High School
- 74 Pascagoula High School
- 75 Pearl Christian High School
- 76 Pearl River Central High School
- 77 Palmetto Attendance Center
- 78 Poyensa Memorial High School
- 79 Port Gibson High School
- 80 Puckett Attendance Center
- 81 Richman High School
- 82 Ripley High School
- 83 Rose Fort High School
- 84 Ruleville Central High School
- 85 Scott Central High School
- 86 Sebastopol Attendance Center
- 87 Simmons High School
- 88 South Delta High School
- 89 South Jones High School
- 90 South Pike Vocational Center
- 91 Southaven High School
- 92 Starkville High School
- 93 Stennis Space Center
- 94 Stone Co. High School
- 95 Sumner Attendance Center
- 96 T. L. Weston High School
- 97 Thosspaw Attendance Center
- 98 Tishomingo Co. High School
- 99 Uxale High School
- 100 Tupelo Middle School
- 101 Tylerwood High School
- 102 Wayne Co. High School
- 103 Weir Attendance Center
- 104 Weveron Attendance Center
- 105 West Bolivar High School
- 106 West Point High School
- 107 Wilkerson Co. High School
- 108 Williams School (Oakley)
- 109 Williams Sullivan High School
- 110 Yazoo City High School

Explanation

- ▲ Universities
- Community or Junior College
- ▼ University Branches
- Community College Branches



Map Prepared By



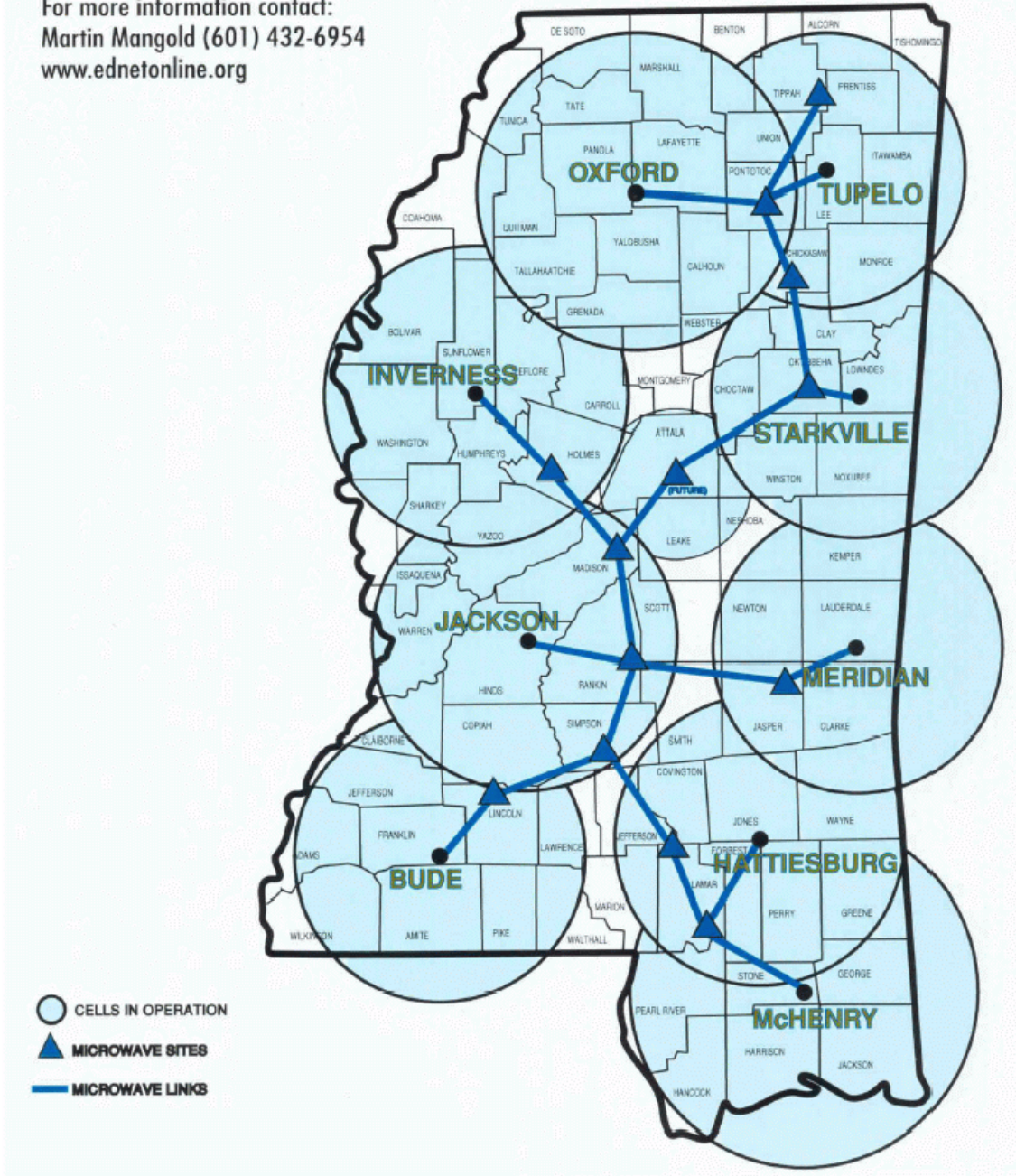
# Mississippi Interactive Video Network

The information contained on this map was derived from a variety of public and private sources. The Board of Trustees of the Institutions of Higher Learning/MARIS Technical Center makes no warranties as to the completeness, accuracy, reliability or suitability of the data, or for any conclusions derived from this map.

February 2001

# EDNET WIRELESS DIGITAL NETWORK

For more information contact:  
Martin Mangold (601) 432-6954  
[www.ednetonline.org](http://www.ednetonline.org)





## **COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING**

### **ACADEMIC CREDIT FOR EXPERIENTIAL LEARNING:**

CAEL is a national nonprofit organization whose mission is to make the benefits of learning accessible to adults throughout their lives. This organization has launched a project to assist colleges and universities better meet the needs of the growing number of adults returning to learning and the expanding numbers of employers who seek academic programs for their employees. Through collaboration with educational institutions, industry, government, and labor, CAEL promotes learning as a tool to empower people and organizations.

To remain competitive in today's global economy, adult workers must rely upon continuing education at all levels, not as a sequential event that precedes work, but as a lifelong co-activity with all of life's events. The academic environment that supports learning should encompass all of our daily experiences, especially those that occur at our work place. The University of Phoenix has an outstanding record of recruiting adult workers. One reason for its success is that it draws its faculty workforce from individuals who are in business practicing their academic knowledge as a vocation.

Universities are the seed beds for new knowledge. New knowledge drives our nation's global competitiveness. Universities have the dual responsibility for developing new knowledge and for developing the adult workforce required to enable businesses to profit from the new knowledge. Universities develop adult workers who have the capacity to learn new knowledge, not individuals who can demonstrate that they have mastered stagnant, dated knowledge and skills. This is required if businesses are to remain flexible, responsive, and have new capabilities to fight obsolescence.

A recent book authored by professors from the University of Cambridge states: "Giving more people more access to more information will not necessarily enable them to use that information to develop their own employability or to help their businesses succeed. Rather we need to promote self-managed, 'generative' learning, helping people create their own knowledge and develop new approaches to new challenges. To be effective, learning for work needs to be accessible, relevant and easily applied." One tool that many universities use to help bridge adult workers back into education is experiential learning (i.e., granting academic credit for life experiences). Universities that have been involved in experiential learning have found that few individuals are actually awarded significant academic credit; however, going through the process has encouraged individuals to pursue education goals.\* (Appendix G lists a number of books the Council for Adult and Experiential Learning [CAEL] recommends on this topic.)

\*Ref.: The University of Cambridge - *Programs for Industry Project; Frameworks for Effective Work-Related Learning*;  
Project Managers: Lynne Caley and Elaine Hendry.

CAEL has developed *Principles of Effectiveness for Serving Adult Learners*. The Principles describe processes and approaches that can be adopted by colleges seeking to improve access and quality for adult students. These principles also set the structure for what CAEL calls the Adult Learning Focused Institution (ALFI). The Principles, listed below, are designed as a framework for assessing institutional practice and determining how to better meet the needs of adults and their employers.

#### **PRINCIPLES OF EFFECTIVENESS IN SERVING ADULT LEARNERS:**

**OUTREACH.** The institution conducts its outreach to adult learners by overcoming barriers in time, place, and tradition in order to create lifelong access to educational opportunities.

**LIFE & CAREER PLANNING.** The institution addresses adult learners' life and career goals before or at the onset of enrollment in order to assess and align its capacities to help learners reach their goals.

**FINANCING.** The institution promotes choice using an array of payment options for adult learners in order to expand equity and financial flexibility.

**ASSESSMENT OF LEARNING OUTCOMES.** The institution defines and assesses the knowledge, skills, and competencies acquired by adult learners both from the curriculum and from life/work experience in order to assign credit and confer degrees with rigor.

**TEACHING-LEARNING PROCESS.** The institution's faculty uses multiple methods of instruction (including experiential and problem-based methods) for adult learners in order to connect curricular concepts to useful knowledge and skills.

**STUDENT SUPPORT SYSTEMS.** The institution assists adult learners using comprehensive academic and student support systems in order to enhance students' capacities to become self-directed, lifelong learners.

**TECHNOLOGY.** The institution uses information technology to provide relevant and time information and to enhance the learning experience.

**STRATEGIC PARTNERSHIPS.** The institution engages in strategic relationships, partnerships, and collaborations with employers and other organizations in order to develop and improve educational opportunities for adult learners.

— Source: [www.cael.org](http://www.cael.org)

Those Mississippi universities that wish to explore means for granting academic credit to individuals for experiential learning must be provided standards for granting credit that ensure that the opportunity will not be misused.

## ***CONCLUSION***

### ***MS ECAMPUS (WWW.MSECAMPUS.ORG)***

By assisting academic units schedule courses at times and places assessable to adult workers and that have the quality necessary for adult workers to achieve career advancements at a cost that is reasonable, Mississippi universities' continuing education departments/PACE can play a significant role in improving the quality of Mississippi's adult workforce and the health of Mississippi's economy. This report highlights the role of continuing education departments/PACE in providing lifelong learning opportunities to Mississippi's adult workers. It documents the large pool of prospective adult workers who could participate in higher education-based professional development. Included in the report are examples of the state's excellent technology infrastructure and the outstanding academic programs provided by our public universities. Mississippi has developed a set of policies many states implementing "virtual" universities are considering as precursors to full implementation (i.e., articulation agreement).

Continuing education departments have demonstrated that they can function as self-supported units working with existing quality academic faculty. Clearly, continuing education departments could not be self-supporting without the coordination of course and program offerings with the campus academic departments. Mississippi has invested wisely in its educational infrastructure and has a unique opportunity to provide user friendly adult education to its people and, within a three-year period, has doubled the enrollment of adult workers.

Mississippi continues to make progress in addressing the educational needs of adult workers. We have the educational and technological infrastructure; we need the capacity and the resources to expand the access. Universities through their continuing education programs can help.

## **APPENDICES**

- A. SREC PRINCIPLES OF GOOD PRACTICE
- B. INDIVIDUAL REPORTS OF PROGRAMS/DELIVERY SYSTEMS
- C. SOUTHERN REGIONAL ELECTRONIC CAMPUS COURSE OFFERINGS-MISSISSIPPI
- D. MISSISSIPPI INTERACTIVE VIDEO NETWORK COURSE OFFERINGS
- E. DEFINITIONS
- F. DR. E'S ECLECTIC COMPENSATION COMPENDIUM OF ELECTRONIC RESOURCES FOR ADULT/DISTANCE EDUCATION
- G. CAEL RECOMMENDED READING SOURCES

## **SREC Principles of Good Practice**

### **The Foundation for Quality of the *Southern Regional Electronic Campus***

2002-2003

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The Electronic Campus of the Southern Regional Education Board has been designed to help students find and enroll in high-quality courses and programs at colleges and universities in SREB states. Students will be able to complete most of the course work electronically and may not need to leave their hometowns or campuses. By using the Electronic Campus, students will be able to obtain information over the Internet about each course and program and will know the standards that the colleges and universities have pledged to meet for these distance learning programs and courses. Students interested in enrolling in a program or course will be able to link easily with the college or university offering it.

The Principles of Good Practice\*, the cornerstone of this “electronic marketplace,” were developed to assure students about the quality of courses and programs at the Electronic Campus. The principles draw upon the work of the Western Interstate Commission for Higher Education and other organizations. All courses and programs to be listed in the Electronic Campus have been reviewed against the Principles of Good Practice by the offering colleges or universities and have been coordinated through the state higher education agency.

The goal of the Electronic Campus is to provide students with a central point of reference, giving them easier access to quality programs and courses. A first step was to conduct a survey. The report, *SREB State Regulations as They Apply to Distance Learning*, found that “... there appear to be no significant regulatory considerations that would halt the development of such a regional approach.” Thus, in January 1998, the Electronic Campus was launched.

### **Scope of the *Southern Regional Electronic Campus***

The scope of the Electronic Campus is higher education academic degree and certificate programs and credit courses offered electronically, as well as support services for students.

\* Portions are from the statement Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs, Western Cooperative for Educational Telecommunications, Denver, Colo., 1996.

## Use of Principles

The purpose of the Principles of Good Practice is to identify the expectations and requirements for participation in the Electronic Campus. Each institution that seeks to offer an electronically delivered program or course will be asked to ensure that it complies with these principles. The offering institution and the state's designated higher education agency are responsible for quality control. The principles will be used to:

- ✓ guide the development of electronically delivered programs and courses to ensure that characteristics of good teaching and learning are addressed;
- ✓ ensure at the institutional level the quality of the program or course that is seeking acceptance by the *Electronic Campus*;
- ✓ review the quality of the program or course before it is sent by a state higher education agency for listing by the *Electronic Campus*.

## Basic Assumptions

Several assumptions are central to these principles:

1. The program or course offered electronically is provided by or through an institution that is accredited by a nationally recognized accrediting body and is authorized to operate in the state where the program or course originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically.
3. The institution may be a single institution or a consortium of institutions.
4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.
5. It is the institution's responsibility to review educational programs and courses it provides electronically and to ensure continued compliance with these principles.
6. The appropriate state agencies or organizations in the state where courses or programs are offered will coordinate participation in the *Electronic Campus*.
7. Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.
8. Participating states agree to accept the listing on the *Electronic Campus* as assurance that courses and programs meet the *Principles of Good Practice*.
9. Institutions should give priority for enrolling in *Electronic Campus* courses and programs to qualified residents of the SREB region.

## **Curriculum and Instruction**

- Each program or course of study results in learning appropriate to the rigor and breadth of the degree or certificate awarded.
- A degree or certificate program or course offered electronically is coherent and complete.
- The course or program provides for appropriate interaction between faculty and students and among students.
- Qualified faculty provide appropriate supervision of the program or course that is offered electronically.
- Academic standards for all programs or courses offered electronically are the same as those for other courses or programs delivered at the institution where they originate.
- Student learning in programs or courses delivered electronically should be comparable to student learning in programs or courses offered at the campus where they originate.

## **Institutional Context and Commitment**

### *Role and Mission*

- The program or course is consistent with the institution's role and mission.
- Review and approval processes ensure the appropriateness of the technology being used to meet program or course objectives.

### *Students and Student Services*

- The program or course provides students with clear, complete and timely information on the curriculum, course and degree requirements, nature of interaction, prerequisite technology competencies and skills, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies.
- Enrolled students have reasonable and adequate access to student services and resources appropriate to support their learning.
- The institution has admission/acceptance criteria to assess whether the student has the background, knowledge and technical skills required for undertaking the course or program.
- Advertising, recruiting and admissions materials clearly and accurately represent the program and the services available.

### *Faculty Support*

- The program or course provides faculty support services specifically related to teaching via an electronic system.
- The institution ensures appropriate training for faculty who teach using technology.
- The program or course provides faculty with adequate equipment, software and communications for interaction with students, institutions and other faculty.

### *Resources for Learning*

- The program or course ensures that appropriate learning resources are available to students.
- The program or course evaluates the adequacy of access to learning resources and the cost to students for access to those resources. It also documents the use of electronic resources.

### *Commitment to Support*

- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.
- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period sufficient for students to complete a degree or certificate.

## **Evaluation and Assessment**

- The institution evaluates program and course effectiveness, including assessments of student learning, student retention, and student and faculty satisfaction.
- At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.
- Program or course announcements and electronic catalog entries provide appropriate information.

## **Elaboration of the Principles**

These principles serve as guidelines for colleges and universities participating in the *Electronic Campus*. These guidelines will be defined further and will address expanded topics as the *Electronic Campus* grows. The first of these amendments is titled “Principles for *Electronic Campus* Library Services.”



Adult Learner Report Program/Delivery System				
Fall 2002				
CREDIT PROGRAMS				
Program/Delivery System	Institution	Number of Courses	Student Credit Hours Generated	Number of Students Enrolled
<b>Distance Learning</b>				
<b>On-Line Synchronous (Real Time)</b>				
<i>A fully web-based course delivery system which serves a cohort of students who interact with each other and the faculty member and complete lessons and exercises at the same time.</i>				
	UM	26	2238	746
	USM	65	3877	1243
<b>TOTAL</b>		91	6115	1989
<b>On-Line Asynchronous (Bulletin Board/E-Mail)</b>				
<i>A fully web-based course delivery system in which the student works completely independent from interaction with other students.</i>				
	DSU	22	538	142
	JSU	5	375	125
	MSU	44	4257	1141
	USM	41	3319	1257
<b>TOTAL</b>		112	8489	2665
<b>Independent Study (On-Line)</b>				
<i>A fully web-based delivery system to accommodate students on an independent study basis with no interaction with other students. Students may access the entire course through the Internet.</i>				
	DSU	22	66	105
	UM	30	144	48
	USM	2	0	0
<b>TOTAL</b>		54	210	153
<b>Independent Study (Print Based)</b>				
<i>A course delivery system in which the student works completely independent from interaction with other students and the lessons/assignments/exams are delivered in print documents via the US mail service</i>				
	MVSU	8	3	163
	UM	89	882	294
	USM	29	310	147
<b>TOTAL</b>		126	1195	604
<b>Compressed Video (2-Way Interactive)</b>				
<i>Process by which video images are captured and transmitted/stored more efficiently and at lower cost than traditional broadcast video, with the result that the video information can be sent via phone lines or stored compact disc.</i>				
	JSU	4	525	175
	MSU	35	989	353
	MUW	1	30	10

	MVSU	7	3	785
	UM	52	1362	440
<b>TOTAL</b>		99	2909	1763
<b>Video Tapes</b>				
A delivery method where the primary lecture is delivered through the mail by video tape.				
	MSU	12	171	57
<b>TOTAL</b>		12	171	57
<b>Off-Campus</b>				
<b>Extension</b>				
<i>An off-campus site where a specific course or program has been requested by a specific group in a community located outside of the main campus.</i>				
	JSU	15	774	258
	MSU	27	1041	347
	UM	5	81	27
	USM	11	259	92
<b>TOTAL</b>		58	2155	724
<b>Branch/Center</b>				
<i>An established off-campus site for the university where a schedule of courses and programs are offered on a regular basis.</i>				
	DSU	20	774	258
	JSU	2	96	32
	MUW	10	2490	83
	UM	144	4851	1603
<b>TOTAL</b>		176	8211	1976
<b>Other Program/Short-Term Programs</b>				
<b>Certificate Programs</b>				
<i>A program designed with an educational credential awarded upon completion of a structured curriculum, typically including several courses but lasting for a period less than that required for a degree. A certificate program may either have credit awarded upon the completion of a certificate program which is generally applicable to degree program or the certificate program may be a noncredit based program.</i>				
	DSU	3	105	35
	MSU	12	284	91
	MUW	6	690	115
	UM	7	129	43
<b>TOTAL</b>		28	1208	284
<b>Other On-Campus (intensive, Intersession, weekend)</b>				
<i>An academic credit course which meets the required amount of instructional time, but does so in a non-semester based schedule, such as a short-term (compressed) course of 3 weeks.</i>				
	DSU	1	78	26
	MSU	33	601	195
	MUW	2	90	15
	UM	12	291	97
	USM	128	5854	3064
<b>TOTAL</b>		176	6914	3397
<b>OVERALL TOTAL</b>		932	37,577	13,612

**Adult Learner Report  
Program/Delivery System**

**Fall 2002**

**NONCREDIT PROGRAMS**

Program/Delivery System	Institution	Number of Programs	Number of Contact Hours	Number of Participants Enrolled
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**Professional Certification**

**Professional CEUs**

*The CEU is a nationally recognized system to provide a standardized measure for accumulating, transferring and recognizing participation in continuing education programs. One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.*

	DSU	86	9149	1218
	JSU	190	10212	1702
	MSU	162	7979	1499
	MUW	13	156	51
	MVSU	7	10200	34
	UM	58	9024	1504
	USM	227	2201	1428
<b>TOTAL</b>		743	48921	7436

**Professional & Career Development**

**Certificate Program**

*A program designed with an educational credential awarded upon completion of a structured curriculum, typically including several courses but lasting for a period less than that required for a degree. A certificate program may either have credit awarded upon the completion of a certificate program which is generally applicable to degree program or the certificate program may be a noncredit based program.*

	DSU	6	135	54
	MSU	62	17440	779
	UM	1	4160	13
	USM	3	83	14
<b>TOTAL</b>		72	21818	860

**Certification Exam Preparation**

*An intensive noncredit course for persons interested in instructor-based preparation to review for an examination which, if passed, certifies persons by standards set forth by their profession or professional association.*

	MSU	2	1210	55
	UM	2	1242	51
<b>TOTAL</b>		4	2452	106

**Conferences (Educational Content)**

*A general meeting, usually of one or more day's duration, attended by a fairly large number of people. A conference will have a central theme, although it is often loosely structured to cover a wide range of topics. Emphasis is on prepared presentations by authorized speakers, with division into small group sessions for discussion as a related activity.*

	DSU	2	870	145
	UM	10	10944	1110
<b>TOTAL</b>		12	11814	1255

**Conferences (Logistics Only)**

	JSU	1	840	140
	MSU	3	51696	1932
	UM	139	28408	3648
<b>TOTAL</b>		143	80944	5720
<b>Workshops/Courses</b>				
<i>Meetings that continue for one or more days with the distinguishing feature of combined instruction with laboratory or experimental activity for the participants. The emphasis is more on skill training than on general principles.</i>				
	JSU	190	23533	3465
	MSU	6	3197	578
<b>TOTAL</b>		196	26730	4043
<b>Personal Enrichment/Development</b>				
<b>Conferences (Educational Content)</b>				
<i>A general meeting, usually of one or more day's duration, attended by a fairly large number of people. A conference will have a central theme, although it is often loosely structured to cover a wide range of topics. Emphasis is on prepared presentations by authorized speakers, with division into small group sessions for discussion as a related activity.</i>				
<b>NONE</b>				
<b>Conferences (Logistics Only)</b>				
<b>NONE</b>				
<b>Workshops/Courses</b>				
<i>Meetings that continue for one or more days with the distinguishing feature of combined instruction with laboratory or experimental activity for the participants. The emphasis is more on skill training than on general principles.</i>				
	DSU	4	180	72
	JSU	21	1134	189
	MSU	11	285	36
	MUW	12	94	114
	UM	4	90414	161
	USM	6	289.6	254
<b>TOTAL</b>		58	92396.6	826
<b>Programs (Series)</b>				
<i>A program or series of programs designed especially for adult learners.</i>				
High School Equivalent Program (GED)	MVSU	5	91	40
	UM	32	1087	229
<b>TOTAL</b>		37	1178	269
<b>OVERALL TOTAL</b>		1,265	285,383.6	20,515

**Adult Learner Report  
Program/Delivery System**

**Spring 2003**

**CREDIT PROGRAMS**

Program/Delivery System	Institution	Number of Courses	Student Credit Hours Generated	Number of Students Enrolled
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**Distance Learning**

**On-Line Synchronous (Real Time)**

*A fully web-based course delivery system which serves a cohort of students who interact with each other and the faculty member and complete lessons and exercises at the same time.*

	UM	28	2595	865
	USM	44	2318	910
<b>TOTAL</b>		72	4913	1775

**On-Line Asynchronous (Bulletin Board/E-Mail)**

*A fully web-based course delivery system in which the student works completely independent from interaction with other students.*

	DSU	21	435	150
	JSU	8	744	248
	MUW	1	45	15
	MSU	50	4068	1369
	USM	50	4696	1635
<b>TOTAL</b>		130	9988	3417

**Independent Study (On-Line)**

*A fully web-based delivery system to accommodate students on an independent study basis with no interaction with other students. Students may access the entire course through the Internet.*

	DSU	22	75	104
	UM	31	111	37
	USM	3	57	19
<b>TOTAL</b>		56	243	160

**Independent Study (Print Based)**

*A course delivery system in which the student works completely independent from interaction with other students and the lessons/assignments/exams are delivered in print documents via the US mail service.*

	MVSU	8	3	264
	UM	87	981	327
	USM	28	345	127
<b>TOTAL</b>		123	1329	718

**Compressed Video (2-Way Interactive)**

*Process by which video images are captured and transmitted/stored more efficiently and at lower cost than traditional broadcast video, with the result that the video information can be sent via phone lines or stored compact disc.*

	JSU	4	633	211
	MSU	27	827	247
	MVSU	16	3	1164
	UM	61	1257	419
<b>TOTAL</b>		108	2720	2041

<b>Video Tapes</b>				
A delivery method where the primary lecture is delivered through the mail by video tape.				
	MSU	6	162	53
<b>TOTAL</b>		6	162	53
<b>Off-Campus</b>				
<b>Extension</b>				
An off-campus site where a specific course or program has been requested by a specific group in a community located outside of the main campus.				
	JSU	12	912	304
	MSU	22	1368	456
	MVSU	2	3	30
	UM	7	66	22
	USM	7	174	58
<b>TOTAL</b>		50	2523	870
<b>Branch/Center</b>				
An established off-campus site for the university where a schedule of courses and programs are offered on a regular basis.				
	DSU	24	795	265
	JSU	1	54	18
	MUW	16	8496	177
	UM	181	5328	1804
<b>TOTAL</b>		222	14673	2264
<b>Other Program/Short-Term Programs</b>				
<b>Certificate Programs</b>				
A program designed with an educational credential awarded upon completion of a structured curriculum, typically including several courses but lasting for a period less than that required for a degree. A certificate program may either have credit awarded upon the completion of a certificate program which is generally applicable to a degree program or the certificate program may be a noncredit based program.				
	DSU	3	81	27
	MSU	8	162	51
	MUW	4	400	100
	UM	7	111	37
<b>TOTAL</b>		22	754	215
<b>Other On-Campus (intensive, Interession, weekend)</b>				
An academic credit course which meets the required amount of instructional time, but does so in a non-semester based schedule, such as a short-term (compressed) course of 3 weeks.				
	DSU	1	75	25
	MSU	47	1139	400
	MUW	1	144	48
	UM	16	336	112
	USM	146	6100	3154
<b>TOTAL</b>		211	7794	3739
<b>OVERALL TOTAL</b>		1,000	45,099	15,252

**Adult Learner Report  
Program/Delivery System**

**Spring 2003**

**NONCREDIT PROGRAMS**

Program/Delivery System	Institution	Number of Programs	Number of Contact Hours	Number of Participants Enrolled
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**Professional Certification**

**Professional CEUs**

*The CEU is a nationally recognized system to provide a standardized measure for accumulating, transferring and recognizing participation in continuing education programs. One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.*

	DSU	84	8810	1556
	JSU	196	10500	1750
	MSU	67	6831	480
	MUW	27	377	177
	MVSU	19	38700	129
	UM	62	12489	2010
	USM	194	2378.5	1331
<b>TOTAL</b>		649	80085.5	7433

**Professional & Career Development**

**Certificate Program**

*A program designed with an educational credential awarded upon completion of a structured curriculum, typically including several courses but lasting for a period less than that required for a degree. A certificate program may either have credit awarded upon the completion of a certificate program which is generally applicable to degree program or the certificate program may be a noncredit based program.*

	DSU	8	182.5	73
	MSU	87	21501	987
	UM	3	4806	47
<b>TOTAL</b>		98	26489.5	1107

**Certification Exam Preparation**

*An intensive noncredit course for persons interested in instructor-based preparation to review for an examination which, if passed, certifies persons by standards set forth by their profession or professional association.*

	MSU	1	360	12
	UM	1	325	13
<b>TOTAL</b>		2	685	25

**Conferences (Educational Content)**

*A general meeting, usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme, although it is often loosely structured to cover a wide range of topics. Emphasis is on prepared presentations by authorized speakers, with division into small group sessions for discussion as a related activity.*

	UM	14	51765	2396
<b>TOTAL</b>		14	51765	2396

**Conferences (Logistics Only)**

	DSU	1	450	75
	UM	110	24978	3668

	USM	1	10	139
<b>TOTAL</b>		112	25438	3882
<b>Workshops/Courses</b>				
<i>Meetings that continue for one or more days with the distinguishing feature of combined instruction with laboratory or experimental activity for the participants. The emphasis is more on skill training than on general principles.</i>				
	JSU	198	20832	3472
	MSU	1	552	23
	USM	63	4585.5	993
<b>TOTAL</b>		262	25969.5	4488
<b>Personal Enrichment/Development</b>				
<b>Conferences (Educational Content)</b>				
<i>A general meeting, usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme, although it is often loosely structured to cover a wide range of topics. Emphasis is on prepared presentations by authorized speakers, with division into small group sessions for discussion as a related activity.</i>				
	MUW	1	4.5	39
<b>TOTAL</b>		1	4.5	39
<b>Conferences (Logistics Only)</b>				
<b>NONE</b>				
<b>Workshops/Courses</b>				
<i>Meetings that continue for one or more days with the distinguishing feature of combined instruction with laboratory or experimental activity for the participants. The emphasis is more on skill training than on general principles.</i>				
	DSU	5	133	52
	JSU	21	1134	189
	MSU	6	164	25
	MUW	7	56	72
	UM	5	91294	215
<b>TOTAL</b>		44	92781	553
<b>Programs (Series)</b>				
<i>A program or series of programs designed especially for adult learners.</i>				
	UM	38	1761	344
<b>TOTAL</b>		38	1761	344
<b>OVERALL TOTAL</b>		1,220	304,979	20,267



**Adult Learner Report  
Program/Delivery System**

**Summer 2003**

**CREDIT PROGRAMS**

Program/Delivery System	Institution	Number of Courses	Student Credit Hours Generated	Number of Students Enrolled
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**Distance Learning**

**On-Line Synchronous (Real Time)**

*A fully web-based course delivery system which serves a cohort of students who interact with each other and the faculty member and complete lessons and exercises at the same time.*

	UM	25	1668	556
	USM	34	561	199
<b>TOTAL</b>		59	2229	755

**On-Line Asynchronous (Bulletin Board/E-Mail)**

*A fully web-based course delivery system in which the student works completely independent from interaction with other students.*

	DSU	9	196	62
	MSU	71	4531	1519
	MUW	2	216	36
	USM	35	3482	1217
<b>TOTAL</b>		117	8425	2834

**Independent Study (On-Line)**

*A fully web-based delivery system to accommodate students on an independent study basis with no interaction with other students. Students may access the entire course through the Internet.*

	DSU	22	39	98
	UM	32	24	8
	USM	6	90	30
<b>TOTAL</b>		60	153	136

**Independent Study (Print Based)**

*A course delivery system in which the student works completely independent from interaction with other students and the lessons/assignments/exams are delivered in print documents via the US mail service*

	MVSU	3	3	3
	UM	87	273	91
	USM	28	336	129
<b>TOTAL</b>		118	612	223

**Compressed Video (2-Way Interactive)**

*Process by which video images are captured and transmitted/stored more efficiently and at lower cost than traditional broadcast video, with the result that the video information can be sent via phone lines or stored compact disc.*

	JSU	2	240	80
	MSU	8	227	76
	MUW	1	36	12
	MVSU	12	3	745
	UM	44	588	196

<b>TOTAL</b>		67	1094	1109
<b>Video Tapes</b>				
	MSU	7	126	42
<b>TOTAL</b>		7	126	42
<b>Off-Campus</b>				
<b>Extension</b>				
<i>An off-campus site where a specific course or program has been requested by a specific group in a community located outside of the main campus.</i>				
	JSU	11	723	241
	MSU	1	81	27
	USM	8	240	80
<b>TOTAL</b>		20	1044	348
<b>Branch/Center</b>				
<i>An established off-campus site for the university where a schedule of courses and programs are offered on a regular basis.</i>				
	DSU	11	345	115
	JSU	3	120	40
	MUW	9	1998	74
	UM	88	1809	603
<b>TOTAL</b>		111	4272	832
<b>Other Program/Short-Term Programs</b>				
<b>Certificate Programs</b>				
<i>A program designed with an educational credential awarded upon completion of a structured curriculum, typically including several courses but lasting for a period less than that required for a degree. A certificate program may either have credit awarded upon the completion of a certificate program which is generally applicable to degree program or the certificate program may be a noncredit based program.</i>				
	DSU	2	72	24
	MSU	13	451	139
	MUW	2	24	12
	UM	8	66	22
<b>TOTAL</b>		25	613	197
<b>Other On-Campus (intensive, Intersession, weekend)</b>				
<i>An academic credit course which meets the required amount of instructional time, but does so in a non-semester based schedule, such as a short-term (compressed) course of 3 weeks.</i>				
	DSU	2	72	24
	MSU	77	1894	626
	MUW	2	66	11
	UM	67	3429	1143
	USM	124	1727	839
<b>TOTAL</b>		272	7188	2643
<b>OVERALL TOTAL</b>		856	25,756	9,119

## Program/Delivery System

**Summer 2003**

### NONCREDIT PROGRAMS

Program/Delivery System	Institution	Number of Programs	Number of Contact Hours	Number of Participants Enrolled
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### Professional Certification

#### Professional CEUs

*The CEU is a nationally recognized system to provide a standardized measure for accumulating, transferring and recognizing participation in continuing education programs. One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.*

	DSU	28	6000	1138
	JSU	42	1548	258
	MSU	107	17193	1225
	MUW	8	75	26
	MVSU	8	20700	69
	UM	21	13368	1902
	USM	116	2135	694
<b>TOTAL</b>		<b>330</b>	<b>61019</b>	<b>5312</b>

### Professional & Career Development

#### Certificate Program

*A program designed with an educational credential awarded upon completion of a structured curriculum, typically including several courses but lasting for a period less than that required for a degree. A certificate program may either have credit awarded upon the completion of a certificate program which is generally applicable to degree program or the certificate program may be a noncredit based program.*

	DSU	5	602.5	51
	MSU	51	10283	494
	UM	2	4064	107
<b>TOTAL</b>		<b>58</b>	<b>14949.5</b>	<b>652</b>

#### Certification Exam Preparation

*An intensive noncredit course for persons interested in instructor-based preparation to review for an examination which, if passed, certifies persons by standards set forth by their profession or professional association.*

	UM	2	568	49
<b>TOTAL</b>		<b>2</b>	<b>568</b>	<b>49</b>

#### Conferences (Educational Content)

*A general meeting, usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme, although it is often loosely structured to cover a wide range of topics. Emphasis is on prepared presentations by authorized speakers, with division into small group sessions for discussion as a related activity.*

	UM	6	11818	224
<b>TOTAL</b>		<b>6</b>	<b>11818</b>	<b>224</b>

#### Conferences (Logistics Only)

	DSU	1	1728	72
	MSU	1	10000	250
	UM	46	15581	1413

<b>TOTAL</b>		48	27309	1735
<b>Workshops/Courses</b>				
<i>Meetings that continue for one or more days with the distinguishing feature of combined instruction with laboratory or experimental activity for the participants. The emphasis is more on skill training than on general principles.</i>				
	DSU	1	322	46
	JSU	42	2304	384
	MSU	1	520	65
	MVSU	1	16	125
	USM	52	4947	82
<b>TOTAL</b>		97	8109	702
<b>Personal Enrichment/Development</b>				
<b>Conferences (Educational Content)</b>				
<i>A general meeting, usually of one or more day's duration, attended by a fairly large number of people. A conference will have a central theme, although it is often loosely structured to cover a wide range of topics. Emphasis is on prepared presentations by authorized speakers, with division into small group sessions for discussion as a related activity.</i>				
<b>NONE</b>				
<b>Conferences (Logistics Only)</b>				
	DSU	1	27090	315
<b>TOTAL</b>		1	27090	315
<b>Workshops/Courses</b>				
<i>Meetings that continue for one or more days with the distinguishing feature of combined instruction with laboratory or experimental activity for the participants. The emphasis is more on skill training than on general principles.</i>				
	DSU	2	52	16
	JSU	12	588	98
	MSU	14	1711	114
	MUW	2	15	15
	UM	4	69262	2164
	USM	2	17.5	15
<b>TOTAL</b>		36	71645.5	2422
<b>Programs (Series)</b>				
<i>A program or series of programs designed especially for adult learners.</i>				
	JSU	1	384	24
	UM	8	835	76
<b>TOTAL</b>		9	1219	100
<b>OVERALL TOTAL</b>		587	223,727	15,511

**Adult Learner Report  
Program/Delivery System**

**Fall 2003**

**CREDIT PROGRAMS**

<b>Program/Delivery System</b>	<b>Institution</b>	<b>Number of Courses</b>	<b>Student Credit Hours Generated</b>	<b>Number of Students Enrolled</b>
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**Distance Learning**

**On-Line Synchronous (Real Time)**

*A fully web-based course delivery system which serves a cohort of students who interact with each other and the faculty member and complete lessons and exercises at the same time.*

	UM	36	3231	1077
	USM	52	1399	532
<b>TOTAL</b>		88	4630	1609

**On-Line Asynchronous (Bulletin Board/E-Mail)**

*A fully web-based course delivery system in which the student works completely independent from interaction with other students.*

	DSU	22	571	195
	JSU	6	561	187
	MSU	47	4796	1572
	MUW	6	1962	109
	USM	79	8119	2788
<b>TOTAL</b>		160	16009	4851

**Independent Study (On-Line)**

*A fully web-based delivery system to accommodate students on an independent study basis with no interaction with other students. Students may access the entire course through the Internet.*

	DSU	22	57	110
	UM	34	99	33
	USM	7	117	39
<b>TOTAL</b>		63	273	182

**Independent Study (Print Based)**

*A course delivery system in which the student works completely independent from interaction with other students and the lessons/assignments/exams are delivered in print documents via the US mail service.*

	MVSU	11	3	313
	UM	87	555	185
	USM	32	349	125
<b>TOTAL</b>		130	907	623

**Compressed Video (2-Way Interactive)**

*Process by which video images are captured and transmitted/stored more efficiently and at lower cost than traditional broadcast video, with the result that the video information can be sent via phone lines or stored compact disc.*

	JSU	7	729	243
	MSU	34	1009	360
	MVSU	8	3	455
	UM	47	1107	369
<b>TOTAL</b>		96	2848	1427

<b>Video Tapes</b>				
	MSU	7	195	65
<b>TOTAL</b>		7	195	65
<b>Off-Campus</b>				
<b>Extension</b>				
<i>An off-campus site where a specific course or program has been requested by a specific group in a community located outside of the main campus.</i>				
	JSU	23	1320	440
	MSU	20	1269	423
	UM	4	45	15
	USM	11	105	38
<b>TOTAL</b>		58	2739	916
<b>Branch/Center</b>				
<i>An established off-campus site for the university where a schedule of courses and programs are offered on a regular basis.</i>				
	DSU	34	977	328
	JSU	3	135	45
	MUW	8	1584	66
	UM	183	6819	2240
<b>TOTAL</b>		228	9515	2679
<b>Other Program/Short-Term Programs</b>				
<b>Certificate Programs</b>				
<i>A program designed with an educational credential awarded upon completion of a structured curriculum, typically including several courses but lasting for a period less than that required for a degree. A certificate program may either have credit awarded upon the completion of a certificate program which is generally applicable to degree program or the certificate program may be a noncredit based program.</i>				
	DSU	3	102	34
	MSU	14	355	115
	MUW	5	515	103
	UM	9	126	42
<b>TOTAL</b>		31	1098	294
<b>Other On-Campus (intensive, Intersession, weekend)</b>				
<i>An academic credit course which meets the required amount of instructional time, but does so in a non-semester based schedule, such as a short-term (compressed) course of 3 weeks.</i>				
	DSU	19	571	377
	MSU	65	1232	429
	MUW	3	315	35
	UM	10	306	102
	USM	147	6697	3606
<b>TOTAL</b>		244	9121	4549
<b>OVERALL TOTAL</b>		1,105	47,335	17,195

**Adult Learner Report  
Program/Delivery System**

**Fall 2003**

**NONCREDIT PROGRAMS**

<b>Program/Delivery System</b>	<b>Institution</b>	<b>Number of Programs</b>	<b>Number of Contact Hours</b>	<b>Number of Participants Enrolled</b>
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**Professional Certification**

**Professional CEUs**

*The CEU is a nationally recognized system to provide a standardized measure for accumulating, transferring and recognizing participation in continuing education programs. One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.*

	DSU	35	7830	547
	JSU	202	11472	1912
	MSU	129	18232	1221
	MUW	10	90	60
	UM	36	6822	1131
	USM	30	346	107
<b>TOTAL</b>		<b>442</b>	<b>44792</b>	<b>4978</b>

**Professional & Career Development**

**Certificate Program**

*A program designed with an educational credential awarded upon completion of a structured curriculum, typically including several courses but lasting for a period less than that required for a degree. A certificate program may either have credit awarded upon the completion of a certificate program which is generally applicable to degree program or the certificate program may be a noncredit based program.*

	DSU	4	65	26
	MSU	73	15471	684
	UM	4	6644	25
	USM	2	23	5
<b>TOTAL</b>		<b>83</b>	<b>22203</b>	<b>740</b>

**Certification Exam Preparation**

*An intensive noncredit course for persons interested in instructor-based preparation to review for an examination which, if passed, certifies persons by standards set forth by their profession or professional association.*

	MSU	1	720	24
	UM	5	2355	315
<b>TOTAL</b>		<b>6</b>	<b>3075</b>	<b>339</b>

**Conferences (Educational Content)**

*A general meeting, usually of one or more day's duration, attended by a fairly large number of people. A conference will have a central theme, although it is often loosely structured to cover a wide range of topics. Emphasis is on prepared presentations by authorized speakers, with division into small group sessions for discussion as a related activity.*

	MSU	1	4518	502
	UM	7	7681.5	1195
<b>TOTAL</b>		<b>8</b>	<b>12199.5</b>	<b>1697</b>

<b>Conferences (Logistics Only)</b>				
	UM	82	17977	2655
	USM	1	28	44
<b>TOTAL</b>		83	18005	2699
<b>Workshops/Courses</b>				
<i>Meetings that continue for one or more days with the distinguishing feature of combined instruction with laboratory or experimental activity for the participants. The emphasis is more on skill training than on general principles.</i>				
	DSU	1	202.5	27
	JSU	202	22950	3825
	MSU	4	1216	441
	USM	57	4349	682
<b>TOTAL</b>		264	28717.5	4975
<b>Personal Enrichment/Development</b>				
<b>Conferences (Educational Content)</b>				
<i>A general meeting, usually of one or more day's duration, attended by a fairly large number of people. A conference will have a central theme, although it is often loosely structured to cover a wide range of topics. Emphasis is on prepared presentations by authorized speakers, with division into small group sessions for discussion as a related activity.</i>				
<b>NONE</b>				
<b>Conferences (Logistics Only)</b>				
<b>NONE</b>				
<b>Workshops/Courses</b>				
<i>Meetings that continue for one or more days with the distinguishing feature of combined instruction with laboratory or experimental activity for the participants. The emphasis is more on skill training than on general principles.</i>				
	DSU	5	201	58
	JSU	23	1860	310
	MSU	2	4560	40
	MUW	14	152	134
	UM	5	109767.25	239
	USM	1	60	61
<b>TOTAL</b>		50	116600.25	842
<b>Programs (Series)</b>				
<i>A program or series of programs designed especially for adult learners.</i>				
	UM	23	1007.5	157
<b>TOTAL</b>		23	1007.5	157
<b>OVERALL TOTAL</b>		959	246,599.75	16,427



**Fall 2003**  
**The Southern Regional Electronic Campus**  
**Course Offerings**

<b>ALCORN STATE UNIVERSITY</b>	
Course Prefix and Number	Course Title
	None
<b>DELTA STATE UNIVERSITY (35)</b>	
Course Prefix and Number	Course Title
ART 212	Art Appreciation
ART 212	Art Appreciation
ART 422	American Art
CEL 314	Basic Skills of Reading
CEL 316	Approaches to Reading Instruction for Early childhood and Primary Age Levels
CRD 325	Reading in the Intermediate and Secondary Schools
ECO 211	Principles of Microeconomics
ENG	English Literature
ENG 1001	English Composition
ENG 301	Expository Writing
ENG 310	English Literature
ENG 312	American Literature
ENG 313	American Literature
GBA 200	Statistics
GBA 220	Legal Environment of Business
HIS 101	History of Civilization to 1648
HIS 102	History of Civilization, 1648 - Present
HIS 201	U.S. History to 1865
HIS 202	United States History, 1865 - Present

HSE 140	Personal and Community Health
HSE 445	Consumer Health
MGT 300	Principles of Management
MGT 327	Human Resource Management
MGT 342	Operations Management
MGT 484	Organizational Behavior
MKT 300	Marketing Principles
MKT 320	Merchandise Planning and Control
MKT 328	Retail Management
OAD 203	Business Communication
OAD 403	Report Writing
PSY 101	General Psychology
SOC 101	Principles of Sociology
SOC 401	Sociology of the Family Institution
SOC 410	Social Psychology
<b>JACKSON STATE UNIVERSITY(2)</b>	
Course Prefix and Number	Course Title
	Creating Web Pages
DCE 301-85	Creating Web Pages
<b>MISSISSIPPI STATE UNIVERSITY (68)</b>	
Course Prefix and Number	Course Title
ACC 2013	Principles of Financial Accounting
ACC 2023	Principles of Managerial Accounting
BL 8112	Law, Business Ethics, and Dispute Resolution
BQA 2113	Business Statistics Methods I
COE 4023	Introduction to Counseling
COE 4903	Developmental Counseling and Mental Health
CS 1013	Basic Computer Concepts and Applications
EC 2113	Principles of Macroeconomics
EC 2123	Principles of Microeconomics

EDX 2990	Special Topics: Introduction to Mental Retardation
EDX 3213	Psychology and Education of Exceptional Children and Youth
EDX 4413	Working with Parents of Exceptional Children
EDX 4423	Teaching the Disadvantaged Child
EPY 2513	Human Growth and Development
EPY 3503	Principles of Educational Psychology
EPY 3543	Psychology of Adolescence
EPY 4073	Personality Adjustment in Educational and Related Settings
EPY 4313	Measurement and Evaluation
FIN 3113	Financial Systems
FLF 2133	French III
FLF 2143	French IV
FLL 1113	Latin I
FLL 1123	Latin II
FLR 1114I	Russian I
FLR 1124	Russian II
FLS 2133	Spanish III
FLS 2143	Spanish IV
FST 4553	Current Issues in Food Science
FST 4563	Food Products Evaluation
FST 4583	Food Preservation Technology
HI 1063	Early United States History
HI 1073	Modern United State History
HI 1213	Early Western World
HI 1223	Modern Western World
HI 3333	Mississippi History
HS 3213	Individual and Family Nutrition
MA 1113	Structure of the Real Number System
MA 1123	Informal Geometry and Measurement
MA 1313	College Algebra
MA 1323	Trigonometry

MA 1463	Finite Mathematics and Introduction to Calculus
MA 1713	Calculus I
MA 1723	Calculus II
MIC 1113	Elementary Microbiology
MIC 1123	Science of Public Health
MIC 2003	Communicable Disease Control
MIC 2013	Foodborne Disease Control
MIC 2023	Vectorborne Disease Control
MIC 2033	Waterborne Disease Control
MIC 2043	Microbial Ecology of Foods
MKT 3013	Principles of Marketing
MKT 3213	Retailing
PE 1223	Personal Health
PE 1783	Introduction to Athletic Training
PE 3123	Principles of Methods of Elementary School Health and Physical Education
PE 3133	Adaptive Physical Education
PE 3433	General Safety Methods
PH 1013	Physical Science Survey
PH 1023	Physical Science Survey
PH 1063	Descriptive Astronomy
PH 1113	American Government
PS 1313	Introduction to International Relations
PS 1513	Comparative Government
PSY 1013	General Psychology
REM 3333	Principles of Real Estate
SO 1003	Introduction to Sociology
SO 1203	Marriage and Family
WF 4013	Introduction to Aquaculture

<b>MISSISSIPPI UNIVERSITY FOR WOMEN</b>	
Course Prefix and Number	Course Title
	None
<b>MISSISSIPPI VALLEY STATE UNIVERSITY</b>	
Course Prefix and Number	Course Title
	NONE
<b>THE UNIVERSITY OF MISSISSIPPI (111)</b>	
Course Prefix and Number	Course Title
ACCY 201	Accounting 201
ACCY 202	Accounting 202
ACCY 301	Accounting 301
ARH 1281	Art Appreciation: Western
ARH 1281	Art Appreciation: Western
ART 2053	Introduction to Interior Design
BISC 102	Inquiry Into Life: Human Biology
BISC 102	Inquiry Into Life: Human Biology
BISC 104	Inquiry Into Life: The Environment
BISC 104	Inquiry Into Life: The Environment
CHEM 201	Environmental Chemistry
CHEM 201	Environmental Chemistry
CHEM 202	Environmental Chemistry
CJ 371	Criminal Investigation
CJ 372	Police Processes and Policy
COUN 333	Psychology of Human Growth and Development
COUN 307	Educational Psychology
COUN 309	Psychology of Adolescence
ECON 202	Principles of Microeconomics
ECON 202	Principles of Microeconomics
ECON 203	Principles of Macroeconomics

ECON 303	Money and Banking
EDCI 1300	Career Education
EDEL 303	Science in the Elementary School
EDEL 403	Arithmetic in the Elementary School
EDLS 301	Children's Literature, K-8
EDRD 300	Foundation of Reading Instruction
EDRD 317	Diagnosis and Remediation of Reading Disabilities
EDRD 415	Methods and Materials for Teaching Reading in Elementary School
EDRD 429	Reading in a Secondary School
EDSP 308	Introduction to Special Education
ENGL 101	English Composition 101
ENGL 223	Survey of American Literature to the Civil War
ENGL 224	Survey of American Literature Since the Civil War
ENGL 226	Survey of English Literature from the 18 <sup>th</sup> Century to the Present
ENGL 321	Advanced Composition
ENGL 321	Advanced Composition
ENGL 385	Shakespeare
ENGL 385	Shakespeare
ENGL 390	Major Authors of English Literature
ENGL 403	Background of American Literary Culture
ENGL 466	The Fiction of Faulkner's Yoknapatawpha County
ENGL 573	The American Novel Before 1914
FCS 311	Nutrition
FCS 328	Child Development
FIN 303	Money and Banking
FIN 351	Principles of Real Estate
FIN 353	Real Estate Valuation and Appraisal
FR 101	Elementary French
FR 102	Elementary French
FR 201	Second-Year French
FR 202	Second-Year French

GERM 101	Elementary German
GERM 102	Elementary German
GERM 201	Second-Year German
HIS 105	The United States to 1877
HIS 106	The United States Since 1877
HP 191	Personal and Community Health
HP 191	Personal and Community Health
HP 203	First Aid
HP 203	First Aid
HP 507	Safety Education
HP 507	Safety Education
HS 191	Personal and Community Health
JOUR 399	School Publications
LING 103	Logic
MATH 123	Trigonometry
MATH 245	Mathematics for Elementary School Teacher I
MATH 246	Mathematics for Elementary School Teacher II
MKTG 351	Marketing Principles
MKTG 351	Principles of Marketing
MKTG 353	Introduction to Advertising
MKTG 354	Buyer-Seller Communications
MKTG 361	Introduction to Retailing
PHIL 101	Introduction to Philosophy
PHIL 102	Contemporary Philosophical Problems
PHIL 103	Logic
PHIL 103	Logic: Critical Thinking
PHIL 103	Logic
PHIL 301	History of Philosophy
PHIL 301	History of Philosophy
PHIL 301	History of Philosophy
PHIL 302	History of Philosophy

PHIL 351	Philosophy of Religion
PHIL 351	Philosophy of Religion
PHIL 351	Philosophy of Religion
PHIL 357	Business Ethics
PHIL 357	Business Ethics
PHIL 357	Business Ethics
POL 372	Police Processes and Policy
POL 372	Police Process and Society
POL 476	Criminal Procedure
POL 476	Criminal Procedure
POL 476	Criminal Procedure
PORT 101	Elementary Portuguese
PORT 102	Elementary Portuguese
PORT 201	Second-Year Portuguese
PORT 202	Second-Year Portuguese
PRM 194	Foundations of Leisure and Recreation
PRM 332	Outdoor Recreation
PRM 362	Recreation for the Persons with Disabilities
REL 101	Introduction to Religion
REL 312	New Testament and Early Christianity
REL 351	Philosophy of Religion
SPAN 101	Elementary Spanish
SPAN 102	Elementary Spanish
SPAN 201	Second-Year Spanish
SPAN 202	Second-Year Spanish
TC 201	Introduction to Telecommunications
WL 507	Safety Education
<b>THE UNIVERSITY OF SOUTHERN MISSISSIPPI (151)</b>	
Course Prefix and Number	Course Title
ACC 200	Introduction to Financial Accounting



ACC 300	Introduction to Management Accounting
ACC 409	Auditing
ADE 478	Specialized Studies in Developmental Disabilities
ADE 578	Specialized Studies in Developmental Disabilities
BA 200	The Legal Environment of Business
	Essential Search Engine Ranking
	Advanced Search Engine Ranking
	Medical Transcription
	Administrative Medical Specialist
	E-Commerce
	Web Master Basic
	Technical Writing
	Travel Agent
	Computer Travel Reservation Systems
	Cyber Travel Specialist
BSC 305	Evolution
BSC 400	History of Biology
BSC 406	Zoogeography
BSC 466	Human Embryology
BSC 484	Virology
BSC 584	Virology
BSC 692	Special Problems
CD 478	Specialized Studies in Developmental Disabilities
CD 578	Specialized Studies in Developmental Disabilities
CD 598	Families of Individuals Developmental Disabilities
CHS 101	Personal Wellness
CHS 478	Specialized Studies in Developmental Disabilities
CHS 498	Families of the Developmentally Disabled
CHS 578	Specialized Studies in Developmental Disabilities
CHS 598	Families of Individuals Developmental Disabilities
CHS 623	Biostatistics

CHS 685	Contemporary Issues in Health (Ethics in Health Care)
CIE 478	Specialized Studies in Developmental Disabilities
CIE 498	Families of the Developmentally Disabled
CIE 578	Specialized Studies in Developmental Disabilities
CIE 598	Families of Individuals Development Disabilities
CIS 478	Specialized Studies in Developmental Disabilities
CIS 498	Families of the Developmentally Disabled
CIS 578	Specialized Studies in Developmental Disabilities
CIS 598	Families of Individuals Developmental Disabilities
CJ 200	Introduction to Criminal Justice
CJ 200	Introduction to Criminal Justice
CJ 3528	Introduction to Modern Corrections
CSC 100	Introduction to Computing
CSS 331	Visual Basic
ECO 200	Introduction to Economics
ECO 201	Principles of Economics I
ECO 202	Principles of Economics II
EDA 702	Administrative Application of Technology
ENG 100	Basic Composition
ENG 101	Composition One
ENG 101	Writing I
ENG 102	Writing II
ENG 102	Composition Two
ENG 203	World Literature
ENG 321	Fiction Writing II
ENG 322	Poetry Writing II
ENG 333	Technical Writing
ENG 421	Fiction Writing III
ENG 422	Poetry Writing III
ENG 485	Literature of the South
ESC 301	Living in the Environment

ESC 301	Living in the Environment
FAM 101	Introduction to Professional Studies
FAM 150	Social and Professional Development
FAM 151	Personal Development and Interpersonal Relationships
FAM 351	Marital and Family Relationships
FAM 578	Specialized Studies in Developmental Disabilities
FAM 596	Families of Individuals Developmental Disabilities
GHY 416	Computer Applications in Geography
GHY 416L	Computer Applications in Geography
GHY 417	Geographic Information System
GHY 417L	Geographic Information System Laboratory
GHY 419	Managing Geographic Information systems
GHY 494	Prolaboratory in Geographic Information Systems
GHY 516	Computer Applications in Geography
GHY 516L	Computer Applications in Geography
GHY 517	Geographic Information system
GHY 517L	Geographic Information System Laboratory
GHY 519	Managing Geographic Information Systems
GHY 519	Managing Geographic Information Systems
GHY 694	Prolaboratory in Geographic Information Systems
HPR 105	Concepts of Physical Fitness
HPR 405	Governing Agencies for Competitive Athletics
HPR 478	Specialized Studies in Developmental Disabilities
HPR 498	Families of the Developmentally Disabled
HPR 578	Specialized Studies in Developmental Disabilities
HPR 598	Families of Individuals Developmental Disabilities
HPR 696	Practicum
HPR 796	Practicum
IET 409	Plant Layout and Material Handling
IT 620	Management of Instructional Technologies
MAT 101	College Algebra

MAT 167	Calculus with Analytic Geometry I
MAT 168	Calculus with Analytic Geometry II
MAT 312	Applied Calculus for the Business and Social Sciences
MED 725	Foundations and Principles of Music Education
MED 731	Graduate Conducting I
MGT 300	Management for Organizations
MIS 201	Introduction to Business Computer Concepts
MIS 203	Introduction to Database
MIS 204	Introduction to Business System Topics
MIS 300	Introduction to Information Systems
MIS 408	Business Operating Systems
MKT 300	Principles of Marketing
MUS 548	Choral Literature I
NFS 167	Nutrition and You
NFS 362	Nutrition
NFS 430	Experimental Food
NFS 693	Reading in Nutrition and Food Systems
NFS 777	Service Systems, Planning, and Control
NSG 348	Community Health Nursing for RN Students
NSG 478	Specialized Studies in Developmental Disabilities
NSG 498	Families of the Developmentally Disabled
NSG 598	Families of Individuals Developmental Disabilities
PHI 151	Introduction to Philosophy
PHI 253	Introduction to Logic
PSY 478	Specialized Studies in Developmental Disabilities
PSY 496	Families of the Developmentally Disabled
PSY 578	Specialized Studies in Developmental Disabilities
PSY 596	Families of Individuals Developmental Disabilities
REF 607	Developing a Student-Centered Curriculum
REF 709	Social Foundations of Education
SHS 221	Introduction to Audiology
SHS 302	Anatomy & Physi9logy of the Hearing Mechanism

SHS 598	Families of Individuals Developmental Disabilities
SPA 341	Introduction to Spanish Literature
SPE 400	The Psychology and Education of the Exceptional Individual
SPE 442	Intervention and Transitional Policies for Secondary Students with Mild/Moderate Disabilities
SPE 478	Specialized Studies in Developmental Disabilities
SPE 578	Specialized Studies in Developmental Disabilities
SPE 598	Families of Individuals Developmental Disabilities
SPE 630	Advanced Studies in Specific Learning Disabilities
SPE 650	The Psychology and Education of Individuals w/Emotional & Behavioral Disorders
SPE 651	Methods and Materials in Teaching Gifted Students
SPE 654	Practicum in Teaching Individuals with Emotional and Behavioral Disorders
SPE 655	Educational Programming for Children and Youth w/Autism Spectrum Disorders
SWK 478	Specialized Studies in Developmental Disabilities
SWK 498	Families of the Developmentally Disabled
SWK 498	Families of the Developmentally Disabled
SWK 578	Specialized Studies in Developmental Disabilities
SWK 598	Families of Individuals Developmental Disabilities
SWK 692	Drugs and Addictions: Implications for Social Work Practice
THY 478	Specialized Studies in Developmental Disabilities
TOE 478	Specialized Studies in Developmental Disabilities
TOE 578	Specialized Studies in Developmental Disabilities
WTD 490	Multimedia Authoring for Performance Improvement Software
WTD 540	Workforce Development Models
WTD 590	Multimedia Authoring for Performance Improvement Software
WTD 675	Research in Workforce Training and Development

## APPENDIX D

<b>MISSISSIPPI INTERACTIVE VIDEO NETWORK (MIVN)</b> <b>IHL Spring 2004</b>		
<b>Site: ASU</b>		
<b>Host</b>	<b>Course</b>	<b>Other Sites</b>
ASU-Natchez	MG 610 Quantitative Analysis	Co-Lin Wesson
<b>Site: JSU (6)</b>		
<b>Host</b>	<b>Course</b>	<b>Other Sites</b>
JSU - 2-4	GUID 100-73 Concepts for Success	Greene County HS, Kemper County HS, McComb HS, Mendenhall HS, Thomastown Attd. Ctr., Wayne County HS, Stone County HS, South Jones HS
JSU - Canton HS	EDCI 504-73 Methods and Materials	Amite County HS, Hattiesburg HS
JSU 2-4	EDCI 305-73 Child Guidance	Kemper County HS, McComb HS, Mendenhall HS, Thomastown Attd. Ctr., Wayne County HS, Stone County HS, Greene County HS, South Jones HS
JSU - Canton HS	EDCI 508 Child Lit.	Amite County HS, Hattiesburg HS
JSU 2-4	EDCI 400-73 Theory Prin.	Amite County HS, Canton HS, Hattiesburg HS, Kemper County HS, McComb HS, Mendenhall HS, Thomastown Attd. Ctr., Wayne County HS, Stone County HS, Greene County HS, South Jones HS
JSU 2-4	EDCI 122-73 Administration of Child Care	Amite County HS, Canton HS, Greene County HS, Hattiesburg HS, Kemper County HS, McComb HS, Mendenhall HS, Thomastown Attd. Ctr., Wayne County HS, Stone County HS, South Jones HS
<b>Site: Mississippi State University</b>		
<b>Host</b>	<b>Course</b>	<b>Other Sites</b>
MSU-McCool 138B (Line 2)	CE 8923 Surface Water Modeling	MSU - WES (Ln 1)
MSU-Simrall 106 (Line 5)	EM 6213 Adv. Mechanics of Materials	MSU - WES (Ln 1)
MSU - McCool 138B (Line 2)	PHI 1103 Intro to Philosophy	MSU - Meridian DL 003
MSU Allen Hall (Line 1)	CS 8833 Algorithms	MSU - WES (Ln 1)

MSU McCool 138B (Line 2)	EC 8103 Economics for Managers	MSU - Meridian DL 003, MSU WES
SMSU Simrall (Line 3)	TKT 4/6223 Management of the Vo-Tech	MDCC, NWCC, Coahoma CC, MDE, Tupelo Middle School, Co-Lin Natchez, NWCC, Southaven
MSU-Bost 409 (Line 4)	PSS 8103 Pasture Development	SEDO Hattiesburg, CMREC Raymond, DREC Stoneville, NMREC Verona, Holmes Grenada
MSU Allen (Line 1)	SO 4413 Aging & Retirement	MSU Meridian
MSU Simrall 106 (Line 5)	CE 6990 Sedimentation Engineering	MSU WES (Ln 1)
MSU Simrall 106 (Line 5)	CS 6283 Software Testing & QA	MSU WES (Ln 1)
MSU Meridian DL 003	PHI 3033 History of West Phil II	MSU McCool 138B
MSU Simrall 106 (Line 5)	IE 8583 Enterprise Systems Eng.	MSU WES (Ln 1)
MSU Allen Hall (Line 1)	CS 6243 Information and Computer	MSU WES (Ln 1), IP connection to Tuskegee Inst., JSU
MSU Allen Hall (Line 1)	TKT 4/6853 Philosophy & Principles	MSU Meridian DI003, MDCC, MDE, NWCC, Coahoma CC, Tupelo Middle School, Sebastopol Att. Ctr.
MSU McCool 138B (Line 2)	HS 1802 Professional Seminar I	EMCC Scooba, Holmes Goodman
MSU Bost 409 (Line 4)	AIS 6103 Programs of Ag. Info.	SEDO Hattiesburg, CMREC Raymond, NMREC Verona, MSU Meridian 003, Holmes, Grenada
MSU Allen Hall (Line 1)	CO 3293 Corporate Communication	MSU Meridian 003
MSU Bost 409 (Line 4)	AIS 8539 History Phil & Policy AIS	SEDO Hattiesburg, CMREC Raymond, NMREC Verona, MSU Meridian 003, Holmes, Grenada
MSU - JSU	COE 6013 Facilitative Skills Dev.	NECC Booneville, Coffeeville HS
MSU McCool (Line 2)	FIN 8112 Capital Acq. & Allocation	MSU Meridian L 003, MSU WES (Ln 1)
MSU McCool (Line 2)	Fin 8122 Corporate Liq. Analysis	MSU Meridian DL 003, MSU WES (Ln 1)
MSU-IHL 3 <sup>rd</sup> Floor Conf. Rm	Vet Skills Update	MSU Bost (Line 4), Oak Grove HS, NMREC Verona, MSU Meridian 003, Co-Lin Wesson, MDCC, NWCC
MSU Allen Hall (Line 2)	HS 2803 Prenatal & Infant Dev.	EMCC, Holmes, Goodman

MSU Allen Hall (Line 1)	RDG 3213 Teaching of Literacy	ECCC Decatur, MDCC Moorhead, NECC Booneville
MSU Allen Hall (Line 1)	EDX 3213 Psy. And Excep Child	ECCC Decatur, MDCC Moorhead, NECC Booneville
MSU Allen Hall (Line 1)	EDF 3333 Social Foundations	ECCC Decatur, MDCC Moorhead, NECC Booneville
MSU Allen Hall (Line 1)	EDF 3413 Writing for Thinking	ECCC Decatur, MDCC Moorhead, NECC Booneville
<b>Site: Mississippi University for Women</b>		
<b>Host</b>	<b>Course</b>	<b>Other Sites</b>
MUW	PLG 451 School Law	MSU Columbus AFB
MUW	BU 404 Human Resource Mgt.	MSU Columbus AFB
<b>Site: Mississippi Valley State University</b>		
<b>Host</b>	<b>Course</b>	<b>Other Sites</b>
	List not available at print time.	
<b>Site: University of Mississippi/Medical Center</b>		
<b>Host</b>	<b>Course</b>	<b>Other Sites</b>
UM	GEO 1113	231 Southaven, Ole Miss/3NWCC - Senatobia
UM	LA 201	206 Tupelo, Yer-B1 Oxford
UM	SW 322	205 Tupelo, 232 Southaven
UM	MKTG 351-2	206 Tupelo
UM	SW 402	205 Tupelo, 216 Southaven
UM	LA 406	204 Tupelo, 232 Southaven, N122 Oxford
UM	SW 335	232 Southaven, Yer-B1 Oxford
UM	ENGL 392	204 Tupelo, 234 Southaven, N122 Oxford
UM	Bus 302-1	206 Tupelo, 231 Southaven, Yer-9 Oxford, Ole Miss 4/UM - Booneville
UM	MKTG 354	205 Tupelo, 216 Southaven
UM	FIN 331-1	204 Tupelo, 231 Southaven, N120 Oxford, Ole Miss 4/UM - Booneville
UM	MATH 513	232 Southaven, Yer-B1 Oxford
UM	CJ 373	206 Tupelo, 216 Southaven
UM	ENGL 352	204 Tupelo, 231 Southaven
UM	MGMT 493	205 Tupelo, Ole Miss 4/UM - Booneville
UM	MATH 319	207 Tupelo, 231 Southaven, Yer-B1 Oxford



UM	HI 319	201 Tupelo, Ole Miss 2/UMC SHRP - Jackson
UM	SW 315	207 Tupelo, 231 Southaven
UM	LA 410	206 Tupelo, Yer-B1 Oxford
UM	LA 401	205 Tupelo, 216 Southaven, Yer-B1 Oxford
UM	MGMT 372-1	206 Tupelo, 231 Southaven, N122 Oxford
UM	MATH 301	232 Southaven, Yer-B1 Oxford
UM	ECON 307	206 Tupelo, 216 Southaven, Ole Miss 4/UM-Booneville
UM	PSY 309	205 Tupelo, 232 Southaven, Yer-B1 Oxford
UM	MATH 540	204 Tupelo, 234 Southaven, N120 Oxford
UM	ACCY 401	206 Tupelo, 216 Southaven
UM	CJ 473	205 Tupelo, 232 Southaven, Yer-B1 Oxford
UM	MGMT 371	201 Tupelo, Ole Miss 4/UM - Booneville
UM	BUS 302-2	204 Tupelo, 216 Southaven, Yer-9 Oxford
UM	MIS 307	207 Tupelo, 232 Southaven, Con-11 Oxford
UM	MKTG 351	205 Tupelo, 231 Southaven
UM	ENGR 597	206 Tupelo, 234 Southaven, Ole Miss 2/UMC SHRP - Jackson
UM	EDUC 555	201 Tupelo, 216 Southaven
UM	ECON/FIN 303	206 Tupelo, 231 Southaven, N120 Oxford
UM	CJ 476	204 Tupelo, 216 Southaven, Yer-B1 Oxford
UM	MKTG 458	207 Tupelo, 231 Southaven
UM	ENGL 390	204 Tupelo, 216 Southaven
UM	MGMT 383	205 Tupelo, Ole Miss 4/UM - Booneville
UMC	N454 Community Health Nursing	Desoto Center
	N455 Health Information Systems	
	N456 Research	

<b>Site: University of Southern Mississippi</b>		
<b>Host</b>	<b>Course</b>	<b>Other Sites</b>
USM-AEC 303	CS 625	USM Stennis
USM - 3	CS 320/MAT 4/518	USM - AEC 307
USM - 1	FL 401	USM - AEC 307, USM Jackson County
	FL 401	
	FAM 222	USM - AEC 303
USM AEC 307	CSC 616	USM - Stennis
USM - 1	ADE 4/578; LIS 201	USM - AEC 303
USM - 3	CHS 757; CHS 627	USM - AEC 307
USM - 1	MBA 550	USM - AEC 303
USM AEC 303	CSC 102	USM - Stennis
USM - 3	LIS 4/508	USM - AEC 207, USM Jackson County
USM - 1	NFS 362	USM - AEC 303
USM AEC 307	CJ 4/530	USM Jackson County
USM - 1	LIS 201; CD 629	USM - AEC 303
USM AEC 303	CSC 102	USM - Stennis
USM - 1	SWK 635	USM - AEC 307
USM AEC 303	CIE 403	USM Jackson County
USM - 1	NSG 633	MSU Meridian
USM - 3	NSG 646	USM - AEC 307; MSU Meridian
USM - 3	NSG 630	USM - AEC 307; MSU Meridian
USM - 1	NSG 641	MSU Meridian
USM - 3	NSG 4/539	USM - AEG 307; MSU Meridian
USM AEC 303	CS 625	USM Stennis
USM - 3	CS 320/MAT 4/518	USM - AEC 307
USM - 1	FL 401	USM - aEC 307; USM Jackson County
USM - 1	FL 401	USM - AEC 303; USM Jackson County
USM - 1	FAM 222	USM - AEC 303
USM AEC 307	CSC 616	USM - Stennis
USM - 1	ADE 4/578; LIS 201	USM - AEC 303
USM - 3	CHS 757; CHS 627	USM - AEC 307
USM - 1	MBA 550	USM - AEC 303
USM AEC 303	CSC 102	USM - Stennis
USM - 3	LIS 4/508	USM - AEC 207; USM Jackson County
USM - 1	NFS 362	USM - AEC 303
USM AEC 307	CJ 4/530	USM Jackson County

USM - 1	LIS 201; CD 629	USM - AEC 303
USM - 3	HIS 488	USM - AEC 307
USM AEC 303	CSC 102	USM - Stennis
USM - 1	SWK 635	USM - AEC 307
USM AEC 303	CIE 403	USM Jackson County
USM - 1	NSG 633	MSU Meridian
USM - 3	NSG 646	USM - AEC 307; MSU Meridian
USM - 3	NSG 630	USM - AEC 307; MSU Meridian
USM - 1	NSG 641	MSU Meridian
USM - 3	NSG 4/539	USM - AEC 307; MSU Meridian

## APPENDIX E

### DEFINITIONS

Academic Support. This category of college expenditures includes expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. Includes expenditures for libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development.

Adult Education. College, vocational, or occupational programs, continuing education or noncredit courses, correspondence courses and tutoring, as well as courses and other educational activities provided by employers, community groups, and other providers.

Adult Worker. A learner who cannot access traditional campus-based study because of barriers of time, distance, physical disabilities, and personal and professional responsibilities not faced by the traditional student.

Advanced Degree. Any formal degree attained after the bachelor's degree. Advanced degrees include master's degrees, doctoral degrees, and first-professional degrees.

Associate's Degree. A degree granted for the successful completion of a sub-baccalaureate program of study, usually requiring at least two years (or the equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Baccalaureate Degree. (See Bachelor's Degree)

Bachelor's Degree. A degree granted for the successful completion of a baccalaureate program of study, usually requiring at least four years (or the equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

Carnegie Unit. A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

Certificate. An award granted for the successful completion of a sub-baccalaureate program of studies, which usual requires less than 2 years of full-time postsecondary study.

Certification Exam Preparation. An intensive non-credit course for persons interested in instructor-based preparation to review for an examination which, if passed, certifies persons by standards set forth by their profession or professional association.

Certificate Program. A program designed with an educational credential awarded upon completion of a structured curriculum, typically including several courses but lasting for a period less than that required for a degree. A certificate program may either have credit awarded upon the completion

of a certificate program which is generally applicable to a degree program or the certificate program may be a non-credit based program.

College. A postsecondary school that offers general or liberal arts education, usually leading to an associate's, bachelor's, master's, doctor's, or first-professional degree. Junior colleges and community colleges are included under this terminology.

Compressed Video. Process by which video images are captured and transmitted/stored more efficiently and at a lower cost than traditional broadcast video, with the result that the video information can be sent via phone lines or stored on compact disc.

Conference. A general meeting, usually of one or more day's duration, attended by a fairly large number of people. A conference will have a central theme, although it is often loosely structured to cover a wide range of topics. Emphasis is on prepared presentations by authorized speakers, with division into small group sessions for discussion as a related activity.

Continuing Education Unit. The CEU is a nationally recognized system to provide a standardized measure for accumulating, transferring and recognizing participation in continuing education programs. One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

Control of Institutions. A classification of institutions of elementary/secondary or postsecondary education by whether the institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Core Subjects. A Nation at Risk recommended that all students seeking a high school diploma be required to enroll in a core curriculum called "New Basics." The core subjects included in this plan are 4 units of English; 3 units each of science, social studies, and mathematics; and 0.5 units of computer science.

Cost of College Attendance. Cost of living for students attending postsecondary institutions, including tuition and fees, books, room and board, child care, transportation, and other miscellaneous expenses.

Dependent Student. A student who, under federal criteria, is considered to be financially dependent on his or her parents or guardians. Most full-time students are considered dependent until they are 24 years old.

Distance Education. Instructional programs or courses that do not require that the instructor and students are in the same physical place, particularly those relying on computers, audio, or video technology as the medium for delivery and, sometimes, for two-way interaction.

Distance Learning. Consists of all arrangements for providing instruction through technology-based instruction to persons engaged in planned learning in a place or at a time different from that of the

instructor or instructors. This policy does not regulate regularly scheduled campus instruction augmented by electronic media or other media.

Doctoral Degree. An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctoral degrees are awarded for fulfilling specialized requirements in professional fields such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D.Eng. or D.E.S.). Many doctoral degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. (See First-professional degree.)

Dropout. The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate. Transferring schools from a public to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate, but is called a dropout at the time he or she left school. At the time the person returns to school, he or she is called a stopout. Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate.

Educational Attainment. The highest grade of regular school attended and completed.

Elementary. Grades K-8.

Elementary School. A school classified as elementary by state and local practice and composed of any span of grades not above grade 8. Preschool or kindergarten is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

English. A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

Enrollment. The total number of students registered in a given school unit at a given time, generally in the fall of a year.

Federal Aid. Student financial aid provided through the federal government. This aid can either be provided by or administered by a federal agency. Federal agencies providing aid include the Department of Education, Department of Health and Human Services, Department of Defense, Veterans Administration, and the National Science Foundation. Federal aid can be in the form of grants, loans, and work-study aid.

First-professional Degree. A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree is usually based on a program requiring at least two academic years of work prior to entrance and a total of at least six academic years of work to complete the degree program, including both prior-required college work and the professional

program itself. By NCES definition, first-professional degrees are awarded in the fields of dentistry (D.D.S or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Pharm.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

Full-time Instructional Faculty. Those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. The full-time category excludes faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4-month sessions; replacements for faculty on sabbatical leave or those on leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and who are paid on a different pay scale from civilian employees; academic officers whose primary duties are administrative; and graduate students who assist in the instruction of courses.

Full-time Worker. One who is employed for 35 or more hours per week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week, or for the previous calendar year, in which case they refer to the usual hours worked.

Full-Time-Equivalent (FTE) Enrollment. For institutions of higher education, enrollment of full-time students, plus the full-time equivalent of part-time students as reported by institutions. In the absence of an equivalent reported by an institution, the FTE enrollment is estimated by adding one-third of part-time enrollment to full-time enrollment.

GED Recipient. A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

Graduate. An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Grants. Also known as scholarships, these are funds for postsecondary education that do not have to be repaid.

High School. A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

HOPE Scholarship Tax Credit. This federal income tax credit is designed to help taxpayers pay the cost of the first 2 years of postsecondary education.

Humanities. Instructional programs in the following fields: area and ethnic studies, foreign languages, letters, liberal/general studies, multi/interdisciplinary studies, philosophy and religion, theology, and the visual and performing arts.

Independent Study (On-Line). A fully web-based delivery system to accommodate students on an independent study basis with no interaction with other students. Students may access the entire course through the Internet.

Independent Study (Print Based). A course delivery system in which the student works completely independent from interaction with other students and the lessons/assignments/exams are delivered in print documents via the US mail service.

Instruction. This category includes expenditures of the colleges, schools, departments, and other instructional divisions of postsecondary education institutions, and expenditures for departmental research and public service, which are not separately budgeted. Includes expenditures for both credit and noncredit activities. Excludes expenditures for academic administration where the primary function is administration (e.g., academic deans).

Instructional Expenditures (Elementary/secondary). Current expenditures for activities directly associated with the interaction between teachers and students. These include teacher salaries and benefits, supplies (such as textbooks), and purchased instructional services.

Instructional Staff. Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year. In local schools, includes all public elementary and secondary (junior and senior high) day-school positions that are in the nature of teaching or in the improvement of the teaching-learning situation. Includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff. Excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

Intensive Course. An academic credit course which meets the required amount of instructional time, but does so in a non-semester based schedule, such as a short-term (compressed) course of 3 weeks.

Labor Force. Individuals employed as civilians, unemployed, or in the armed services during the survey week. The "civilian labor force" is composed of all civilians classified as employed or unemployed. (See Employed and Unemployed.)

Life Sciences. Life sciences are instructional programs that describe the systematic study of living organisms. Life sciences include biology, biochemistry, biophysics, and zoology.

Loan. Borrowed money that must be repaid.

Task Control. Tasks where students were asked only to follow the procedures demonstrated by their teacher.

Student Control. Tasks where students had control over the procedures used to solve a problem.

Master's Degree. A degree awarded for successful completion of a program generally requiring 1 or two years of full-time college-level study beyond the bachelor's degree. One type of master's



degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M. S. W. in social work, and an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree, for example, the Master of Laws (LL.M.) and Master of Science in various medical specializations.

Minority. Any racial-ethnic group that is nonwhite and not Hispanic is considered minority.

Natural Sciences. A group of fields of study that includes the life sciences, physical sciences, and mathematics.

New Basics Curriculum. A minimum curriculum recommended by the National Commission on Excellence in Education (NCEE) to be completed by high school graduates that consists of: four (4) years of English, three (3) years of mathematics, three (3) years of science, three years of social studies, and one-half (1/2) year of computer science. College-bound high school graduates are also advised to complete two (2) years of foreign language.

Nonsectarian School. A private school whose curriculum and operation are independent of religious orientation and influence in all but incidental ways.

Nontenure-track Faculty. Faculty members who were either not on the tenure track or whose faculty status lacked a tenure system at the sampled institution.

Off-Campus-Branch/Center. An established off-campus site for the university where a schedule of courses and programs are offered on a regular basis.

Off-Campus-Extension. An off-campus site where a specific course or program has been requested by a specific group in a community located outside of the main campus.

On-Line-Asynchronous. A fully web-based course delivery system in which the student works completely independent from interaction with other students.

On-Line-Synchronous. A fully web-based course delivery system which serves a cohort of students who interact with each other and the faculty member and complete lessons and exercises at the same time.

Parent. In the Current Population Survey, a parent is defined as a biological, adoptive, step, or foster parent, or a legal guardian. In other words, "parents" have some biological or legal association to the child. A parent is not necessarily the head of the household. A parent's highest education level was determined by merging information from the parent's record with information from his or her children's record. When no parent resided in the household, information from the legal guardian's record was merged with information from the children's record.

Part-time Enrollment. The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

Percentile (score). A value on a scale of zero to 100 that indicates the percent of a distribution that is equal to or below it. For example, a score in the 95th percentile is a score equal to or better than 95 percent of all other scores.

Personal Enrichment/Development. A non-credit course/workshop which covers topics of personal interest or hobbies.

Personal Income. Current income received by persons from all sources minus their personal contributions for social insurance. Classified as "persons" are individuals (including owners of unincorporated firms), nonprofit institutions serving individuals, private trust funds, and private noninsured welfare funds. Personal income includes transfers (payments not resulting from current production) from government and business such as social security benefits and military pensions, but excludes transfers among persons.

Postsecondary Education. The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes vocational and adult basic education programs.

Pre-kindergarten. (See Pre-primary.)

Pre-primary. Elementary education programs for children who are too young for first grade. Includes center-based programs and kindergarten.

Private School or Institution. A school or institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is usually not supported primarily by public funds, and is not operated by publicly elected or appointed officials.

Professional and Career Development. A non-credit course/workshop, which CEU's are awarded, covering specific topics for a particular group of professionals interested in obtaining knowledge of the subject matter.

Professional Certification. A voluntary process by which a professional association or organization measures and reports the degree of competence of individual practitioners.

Programs (Series). A program or series of programs designed especially for adult learners.

Public Service. Funds budgeted specifically for public service and expended for activities established primarily to provide non-instructional services beneficial to groups external to the institution. Examples are seminars and projects provided to particular sectors of the community and expenditures for community services and cooperative extension services.

Remedial Course (Postsecondary). Courses provided in reading, writing, or mathematics for college students lacking those skills necessary to perform college-level work at the level required by the institution; thus, what constitutes remedial courses varies from institution to institution.

Remedial Education. Instruction for a student lacking the reading, writing, or mathematics skills necessary to perform college-level work at the level required by the attended institution.

Research. Funds expended for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by and organizational unit within the institution. Does not include nonresearch expenditures (e.g., training).

Salary Workers. Any person who worked one or more days during the previous year and was paid on the basis of a yearly salary is considered a salary worker.

Salary. The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

Scholarships and Fellowships. This category of college expenditures applies only to money given in the form of outright grants and trainee stipends to individuals enrolled in formal course work, either for credit or not. Aid to students in the form of tuition or fee remissions is included. College work-study funds are excluded and are reported under the program in which the student is working. In the tabulations in this volume, Pell grants are not included in this expenditure category.

Scholastic Assessment Test (SAT). An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects.

Science. The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

Secondary School. A school that has any span of grades beginning with the next grade following an elementary or middle school (usually grade 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Social Studies. A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

Socioeconomic Status (SES). The SES quartile variable used for both High School and Beyond and the National Education Longitudinal Study of 1988 was built using parental education level, parental occupation, family income, and household items. Students were placed in quartiles based on their standardized composite score. By definition, one-quarter of each cohort will reside in the bottom SES quartile, even if education levels, income, and the number of persons in more prestigious

occupations increase. The terms high, middle, and low SES refer to the upper, middle two, and lower quartiles of the weighted SES composite index distribution.

Student Services. Funds expended for admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program.

Stopout. (See Dropout.)

Sub-baccalaureate Degree. Award granted for the successful completion of studies at either 2-year or less-than-2-year institutions. Sub-baccalaureate degrees typically include associate's degrees and certificates.

Support Services. The sum of current fund expenditures on student services (e.g., guidance, health), instructional services (e.g., curriculum development, staff training), general and school administration, operation and maintenance, transportation, food services, and enterprise operations.

Technical/professional Fields. A group of occupationally oriented fields of study, other than engineering and computer science, that includes agriculture and agricultural sciences, architecture, business and management, communications, education, health sciences, home economics, law, library and archival sciences, military sciences, parks and recreation, protective services, and public affairs.

Tenure-track Faculty. Faculty members who were either tenured or on the tenure track at their institution.

Tuition and Fees. A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods.

Type of Postsecondary Education Degree-granting Institutions:

4-year Institution. An institution legally authorized to offer and offering at least a 4-year program of college-level studies wholly or principally creditable toward a baccalaureate degree. In some tables a further division between universities and other 4-year institutions is made. A "university" is a postsecondary institution that typically comprises one or more graduate professional schools. (See University.)

2-year Institution. An institution legally authorized to offer and offering at least a 2-year program of college-level studies that terminates in an associate's degree or is principally creditable toward a baccalaureate degree.

Undergraduate Students. Students registered at a postsecondary education institution in a program leading to a baccalaureate degree or other formal award below the baccalaureate such as an associate degree.

Unemployed. Civilians who had no employment but were available for work and (1) had engaged in any specific job-seeking activity within the past four weeks, (2) were waiting to be called back to a job from which they had been laid off, or (3) were waiting to report to a new wage or salary job within 30 days.

University. A postsecondary education institution that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties, and is empowered to confer degrees in various fields of study.

Video Tapes. A delivery method where the primary lecture is delivered through the mail by video tape.

Workshops/Courses. Meetings that continue for one or more days with the distinguishing feature of combined instruction with laboratory or experimental activity for the participants. The emphasis is more on skill training than on general principles.

Source: The United States Department of Education

## APPENDIX F

### **Dr. E's Eclectic Compendium of Electronic Resources for Adult/Distance Education Compiled by J. H. Ellsworth, Ph.D.**

je@world.std.com

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#### **LISTS** (as of 2003-2004)

The scholarly discussion lists which are particularly useful to adult/distance educators include:

##### AACIS-L

#### **American Association for Collegiate Independent Study**

listserv@ecnuxa.bitnet

listserv@bgu.edu

This list is sponsored by The American Association for Collegiate Independent Study with a focus on correspondence, independent study and distance learning.

##### ADLTED-L

#### **Canadian Adult Education Network**

listserv@uregina1.bitnet

listserv@uregina1.uregina.ca

The Canadian Adult Continuing Education list is a broad world-wide discussion group.

##### AEDNET

#### **Adult Education Network**

listserv@alpha.acast.nova.edu

AEDNET is an international electronic network that includes approximately 750 individuals from 12 countries.

##### ALTLEARN

#### **Alternative Approaches to Learning Discussion**

listserv@sjvm.bitnet

listserv@sjvm.stjohns.edu

The Alternative Approaches to Learning discussion list is broadly concerned with learning strategies at all levels.

#### ASAT-EVA

##### **Distance Education Evaluation Group**

listserv@unlvm.unl.edu

listserv@unlvm.bitnet

This is the AG-SAT Distance Education Evaluation Group, addressing issues in evaluating all forms of distance learning and programs. It is a broad, practical list sponsored by the Agricultural Satellite Corporation.

#### AUDIOGRAPHICS-L

##### **Audiographics in Distance Education**

listserv@cln.etc.bc.ca

Audiographics-L is intended to provide a forum for the discussion of issues related to use of audiographics in the context of distance education. It will support the exchange of fact and opinion to do with matters technical, methodological, developmental, and financial. Discussion is open to individuals and vendors.

#### CAUCE-L

##### **Canadian Association for University Continuing Education**

listserv@uregina1.bitnet

listserv@max.cc.uregina.ca

The purpose of CAUCE-L is to provide an electronic forum where issues (broad, narrow, practical, theoretical, controversial or mundane) related to university continuing education are discussed.

#### CREAD

##### **Latin American & Caribbean Distance & Continuing Education**

listserv@yorkvm1.bitnet

listserv@vm1.yorku.ca

This is a digest list of distance education information primarily focussed on Latin America and the Caribbean.

#### DEOS-L

##### **International Discussion Forum for Distance Learning**

listserv@psuvm.bitnet

listserv@psuvm.psu.edu

American Center for Study of Distance Education sponsors this large, diverse list. Currently there are 1325 subscribers in 48 countries.

#### DTS-L

##### **Dead Teachers Society Discussion List**

listserv@iubvm.bitnet

listserv@iubvm.ucs.indiana.edu

This list is for broad discussions of teaching and learning

#### EDISTA

##### **Educacion a Distancia**

listserv@usachvm1.bitnet

The University Distance Program (UNIDIS) at the University of Santiago sponsors Education at a Distance.

#### EDNET

##### **Education Net**

listserv@nic.umass.edu

EDNET is for those interested in exploring the educational potential of the Internet. Discussions range from K-12 through postsecondary education. A very active list.

#### EDPOLYAN

##### **Educational Policy Analysis**

listserv@asuacad.bitnet

listserv@asuvvm.inre.asu.edu



This list focuses on educational policy analysis. This is an active, broad list, where issues surrounding all levels of education are discussed. This list is more philosophical than many.

#### EDSTYLE

##### **The Learning Styles Theory and Research List**

listserv@sjuvm.bitnet

listserv@sjuvm.stjohns.edu

The Learning Styles Theory and Research list discusses all forms of information about learning styles.

#### HILAT-L

##### **Higher Education in Latin America**

listserv@brusvm.bitnet

HILAT-L is a means of interchange about research on Higher Education in Latin America. Postings are mostly in English, but are also welcome in Spanish and Portuguese.

#### IPCT-L

##### **Interpersonal Computing and Technology**

listserv@guvm.bitnet

listserv@guvm.ccf.georgetown.edu

This list is focused on Computer Mediated Communication, and teaching and learning broadly.

#### NEWEDU-L

##### **New Patterns in Education List**

listserv@uhccvm.uhcc.hawaii.edu

New Patterns discusses education very broadly, including delivery systems, media, collaborative learning, learning styles and distance education.

#### NLA

##### **National Literacy Advocacy List**

majordomo@world.std.com

The National Literacy Advocacy Alliance-sponsored list is designed to provide information and discussion about adult literacy education and adult learners.

## POD

### **Professional Organizational Development**

listserv@lists.acs.ohio-state.edu

The POD network is aimed at faculty, instructional and organizational development in higher education.

## RESODLAA

### **Research SIG of the Open and Distance Learning Association of Australia**

listserv@usq.edu.au

This is a discussion list of the Open and Distance Learning Association of Australia's SIG on Research. Its purpose is to foster electronic discussion, symposia and conferences on topical issues in distance education and open learning research.

## STLHE-L

### **Forum for Teaching & Learning in Higher Education**

listserv@unbvm1.bitnet

listserv@unbvm1.csd.unb.ca

This list focuses on post-secondary education.

## TEACHEFT

### **Teaching Effectiveness**

listserv@wcu.bitnet

listserv@wcupa.edu

This list treats teaching effectiveness and a broad range of teaching/learning interests.

## TESLIT-L

### **Adult Education & Literacy Test Literature**

listserv@cunyvm.bitnet

listserv@cunyvm.cuny.edu

Adult Education and Literacy is a sublist of TESL-L, Teaching English as a second language. Discussions are primarily focused on issues of literacy and the teaching of English as a second language. Members must also be members of TESL-L.

## VOCNET

### **Discussion Group for Vocational Education**

listserv@ucbmsa.bitnet

listserv@cmsa.berkeley.edu

VOCNET is a discussion group focusing on vocational education managed by the Dissemination Program of the National Center for Research on Vocational Education.

### **There are other lists which are of interest to adult/distance educators:**

#### DECnews-EDU

DECNEWS, monthly e-publication from Digital Equipment for the education and business communities world wide.

LISTSERV@ubvm.cc.buffalo.edu or LISTSERV@ubvm.bitnet.

#### EDTECH@MSU.EDU

EDTECH - Educational Technology

#### EDUTEL@VM.ITS.RPI.EDU

Education and information technologies

#### EUITLIST@BITNIC.EDUCOM.EDU

Educational Uses of Information Technology

#### MEDIA-L@BINGVMB.CC.BINGHAMTON.EDU

Media in Education

#### SATEDU-L@WCUPA.EDU

Satellite Education List

#### TCHED-L@MAX.CC.UREGINA.CA

Western Canada discussion of Education

## E-JOURNALS OF INTEREST

### **Some of these journals are useful to the adult/distance educator:**

#### CATALYST

**Community Colleges, refereed journal**

listserv@vtvm1.bitnet

listserv@vtvm1.cc.vt.edu

Electronic version of CATALYST, a refereed print journal for community college educators.

## COLICDE

### **COL-ICDE Distance Education Research Bulletin**

COLICDE-REQUEST@UNIXG.UBC.CA

The Commonwealth of Learning (COL) and the International Council for Distance Education (ICDE) are establishing an electronic bulletin board for the dissemination of information about research in progress or planned in the field of distance education, effective July 12, 1994.

## DEOSNEWS

### **The Distance Education Online Symposium**

listserv@psuvm.bitnet

listserv@psuvm.psu.edu

The American Center for the Study of Distance Education at The Pennsylvania State University organizes DEOS and publishes The American Journal of Distance Education.

## DISTED

### **Online Chronicle of Distance Education and Communication**

listserv@alpha.acast.nova.edu

The Online Chronicle of Distance Education and Communication covers resources, articles, research findings, case studies and announcements regarding distance education very broadly.

## EDPOLYAR

### **Educational Policy Analysis Archive, refereed**

listserv@asuacad.bitnet

listserv@asuvm.inre.asu.edu

EDPOLYAR is an outgrowth of the Edpolyan scholarly discussion list which publishes peer-reviewed articles of between 500 and 1500 lines in length on all aspects of education policy analysis.

## EDUPAGE

### **A News Update from EDUCOM**

edupage@educom.edu

A newsletter put out by EDUCOM summarizing information technology news. [Subscribe by sending a note to edupage@educom.edu with your name, institutional affiliation and e-mail address.]

## EJCREC

### **Electronic Journal of Communications, refereed**

La Revue Electronique de Communication

comserve@rpitsvm.bitnet

comserve@vm.its.rpi.edu

This is a quarterly bilingual (English and French) journal for the communications field broadly. [The sign up is different for this journal, needing the message join EJREC your\_name.]

## EUITNEWS

### **Educational Uses of Information Technology**

listserv@bitnic.educom.edu

Educom's newsletter for the EUIT program, encompassing distance learning, self-paced instruction, CAI, video and other information technologies for teaching and learning.

## HORIZONS

### **New Horizons in Adult Education, refereed**

listserv@alpha.acast.nova.edu

New Horizons in Adult Education is transmitted to educators around the world via the AEDNET discussion list (above). A list of back issues can be accessed by using the index command.

## IPCT-J

### **Interpersonal Computing and Technology: An Electronic Journal for the 21st Century**

listserv@guvm.bitnet

listserv@guvm.ccf.georgetown.edu

This journal is an outgrowth of the IPCT-L discussion group (above). It is refereed, and covers the topics broadly.

JOE

**The Journal of Extension**

almanac@joe.uwex.edu

The peer reviewed publication of the Cooperative Extension System. Covers all phases of Extension, including adult & distance education.

JTE-L

**Journal of Technology Education, refereed**

listserv@vtvm1.cc.vt.edu

The Journal of Technology Education provides a forum for all topics relating to technology in education.

Pubs-IAT

**Institute for Academic Technology newsletter**

listserv@gibbs.oit.unc.edu

This newsletter shares information on publications, programs courses and other activities of the Institute for Academic Technology.

TESL-EJ

**Teaching English as a Second or Foreign Language: An Electronic Journal**

listserv@ucbmsa.bitnet

listserv@cmsa.berkeley.edu

This is a journal focusing on ESL, EFL, language Acquisition, including teaching, learning, theory and practice.

## PRIOR LEARNING ASSESSMENT (PLA) PUBLICATIONS

### *Prior Learning Assessment: A Guidebook to American Institutional Practices*

by Brian J. Zucker, Chantell C. Johnson, and Thomas A. Flint

The results of this CAEL survey document the use and acceptance of various prior learning assessment methodologies in postsecondary institutions throughout the U.S. This survey is an update to the CAEL classic *Prior Learning Assessment: Results of A Survey* by Mary Fugate and Ruth Chapman.

This new survey not only looks at PLA via portfolio, but also looks at other types of assessment such as standardized exams, challenge exams, the formal assessment of non-college programs by ACE and local institutions, and assessment of nationally-recognized certificates of achievement. New to the study is an appendix that reports up to nine PLA assessment practices reported by the responding institutions, sorted by Carnegie classification. This feature facilitates a comparison of the 1996 results to the results of the survey conducted in 1991.

### *Assessing Learning: A CAEL Handbook for Faculty*

by Susan Simosko and Associates

ISBN: 07872-33471

This handbook is designed to help faculty learn to assess prior learning. It covers a wide range of topics from the history and philosophy of experiential learning to the development of current assessment practices.

### *Assessing Learning: Standards, Principles, and Procedures*

by Urban Whitaker

ISBN: 07872-3348X

Practitioners in assessment have welcomed this best-selling guide to evaluating learning. Whitaker outlines the principles of good practice and standards of excellence in the assessment of learning.

### *Earn College Credit for What You Know (Third Edition)*

by Lois Lamdin

ISBN: 07872-3573-3

This book is written for adults who are considering returning to school. This guidebook encourages them to think about what they have learned in life, helps them to determine whether some of that learning may be appropriate for assessment for college credit, and explains exactly how to go about earning that credit.

*Portfolio Development and Adult Learning: Purposes and Strategies*  
by Alan Mandell and Elana Michelson

ISBN: 07872-33609

This book explores the eight approaches to portfolio development courses most typically used at colleges and universities, providing examples of each through a closer examination of prior learning assessment programs offered at 11 institutions of higher learning.

*Roads to the Learning Society*  
Edited by Lois Lamdin

ISBN: 07872-33498

Twenty of the leading experts in adult and experiential learning contribute insights and perspectives on such issues as the history of portfolio assessment, the relationship between experiential learning and adult development, and the need and basis for guidelines for workforce policy-making at the state and national levels.

### **Workforce Development Publication**

*“Employability in a High Performance Economy”*  
by Barry Sheckley, Lois Lamdin, and Morris Keeton

ISBN: 07872-33536

Long-term health and prosperity for the American economy requires a more productive, better-qualified workforce. This important book spells out each essential component of employability.

*“Extending Education and Training Policy to Adult Workers: Lessons from the CAEL Workforce Education Model”*  
by Erin Flynn, Laura Winters, and Carolyn Mark

This report examines the barriers intrinsic to the current system of workforce education and training and analyzes the impact of one approach to organizing that system; an approach developed by CAEL. Jobs for the Future (JFF) and CAEL undertook this study to analyze the impact of participation on individuals and employers at three companies that have implemented the CAEL approach to workforce education.

*“Improving Employee Development: Perspectives from Research and Practice”*  
by Barry G. Sheckley and Morris T. Keeton

Essential reading for human resources/training professionals, researchers and professors, this collection of case studies determines the six key principles of adult learning to consider when designing, delivering and assessing employee development programs.





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