
The



Quarterly

A newsletter from the Wisconsin Educational Approval Board

Issue 8, Winter 2000

EAB's First Approved Schools Conference Rated A Success

Approximately 110 people attended the first EAB approved schools conference on November 9, 1999 in Madison. There were representatives from all levels of postsecondary education--from diploma and certificate programs, and associate, bachelor, master and doctoral degree programs. Representatives from state agencies and the state legislature also attended the conference.

The theme for the conference was "An EAB Partnership for Today, Tomorrow and the New Millennium." The concept of building a partnership between EAB and approved schools was the core concept around which the conference was planned.

A highlight of the day was the school type breakout sessions. For the first time, school officials from like schools, who compete for the

same students and training dollars, met with staff to discuss issues and concerns for their respective sectors. Not surprisingly, common issues and concerns were expressed in all groups: fees, lack of general purpose revenue, greater visibility for the EAB and approved schools, greater recognition of the role the schools play in Wisconsin's economy and the need for the state to deal with distance education.

"Don't wait so long for the next meeting; helpful and inspiring; great; enjoyable and informative."

The EAB and schools must continue to change. Attorney and civil rights activist Marian Wright Edelman said, "If you don't like the way the

world is, you change it. You have an obligation to change it. You just do it one step at a time." EAB has been involved in a long process of change. The conference is another piece of that change process.

Schools must change in order to stay competitive in the marketplace, meet student needs and continue to add workers to the workforce.

In the coming months we will be calling on our approved schools to continue building on and fortifying our partnership.

To keep the momentum going, EAB will be hosting a half-day mini-conference on May 9 in Madison. Information about the mini-conference will be sent to you in January. The next full-day conference will be on November 14, 2000 in Madison.



School News . . .

NLU Signs Agreement with Gateway

National-Louis University's Milwaukee and Beloit campuses and Gateway Technical College, Kenosha, are introducing a new approach to strategic partnering. Students who complete an associate degree at Gateway Technical will now be able to participate in an accelerated program to get their bachelor's degree in Health Care Leadership from NLU. During their freshman and sophomore years, students complete their associate degree in the arts or sciences at Gateway Technical. The students' junior and senior years are then completed at NLU. President McCray signed the articulation agreement with Samuel Borden, president of Gateway Technical, on June 8 at Gateway Technical's Kenosha campus. For more information about NLU, call (414) 792-3699 or visit their web site at www.nlu.nl.edu.

Carlson Travel Moves

Carlson Travel Academy recently moved to a new location in Milwaukee. Carlson is part of the largest network of travel schools in the country.

Carlson takes a unique approach in its methods of instruction. Instead of the traditional classroom style arrangement, each student has an individual work station equipped with a PC providing on-line access to WorldSpan, one of the major airline computer reservations systems. By using an on-line system, they provide an atmosphere as close to a travel agency operation as possible, which greatly enhances the learning experience.

For more information about Carlson Travel Academy, call (414) 464-6000, or visit their web site at www.carlsontravelacademy.com.

Inacom Opens New Facility

Inacom Information Systems, Madison, moved into a new state of the art facility in early October. The building features nine training rooms - one showcasing recessed monitor workstations, a cafeteria style breakroom, and an outdoor patio. For more information about Inacom, call (608) 661-7700 or visit their web site at www.inacom-msn.com.

New School Approvals

Industrial Business Education Training Center
(I.B.E.), Milwaukee, WI

PC Productivity
Brookfield, WI

Rhino Systems, Inc.
Green Bay, WI

Therapeutic Bodyworks Institute
Pewaukee, WI

School Directory

The 2000 edition of our *Wisconsin Directory of Authorized Private Postsecondary Schools* is available for distribution. The directory is free. Call us at (608) 266-1996 to get your copy.

Copies of the directory will be mailed to all schools in January.

School Renewal Certificates and Second Payment Invoices

School renewal certificates and second payment invoices have been sent to all schools. If you have not received these materials call us at (608) 266-1996.



In the Spotlight

Truck Driving Schools

Wanted: Full-time tractor-trailer drivers. Recent graduates or 1 year experience. 100% company paid benefits. \$300 sign on bonus. Immediate openings. Must possess Commercial Driver License (CDL).

If you look at the want ads in most newspapers across the country you will see ads similar to the one above. What is not written in the ads is probably just as important to those drivers and their families.

Work seven consecutive days on and have seven consecutive days off. Your tractor is your home on the road. Must be able to contend with pick-up delays, layovers, roadside breakdowns, weather and lots of other hassles. Must be able to pass DOT physical and drug screen.

Life on the road is not easy, however, the U.S. Bureau of Labor Statistics reports that in 1997, there were 1,435,510 workers employed as truck drivers, heavy or tractor-trailer. The mean hourly wage was \$13.74.

The EAB has approved five Wisconsin schools to offer truck driver training. Diesel Truck Driver Training School, Inc., Sun Prairie, was started in 1963 and remains at its original location. Dairyland Diesel Driving School, Wisconsin Dells, was established in 1989. And recently approved schools include Professional CDL Training Institute, Inc., Milwaukee, Midwest Driver Development, Green Bay, and Roehl Driver Training, Marshfield.

The EAB approves the programs offered at the schools in addition to assuring that schools' policies and procedures are in compliance with the state law. The schools and their instructors are also required to be licensed by the Wisconsin Department of Transportation (WI DOT).

Programs vary in length from two weeks to sixteen weeks. Upon completion of the

program, students are tested by examiners from third party testers, authorized by the WI DOT to administer the testing program for CDL applicants. With CDL in hand, new graduates are ready to look for employment.

Employers often require recent graduates to drive with experienced drivers as part of a team to help the new hire become familiar with the company's policies and procedures. Like any new driver, experience helps the driver smooth out rough edges and apply to real life situations what was taught in the classroom.

The schools served 1475 students last year. The 1998-99 Occupational Outlook Handbook reveals that opportunities should be favorable for persons interested in truck driving. This occupation has among the largest number of job openings each year.

For additional information about our approved truck driving schools, call us at (608) 266-1996 or visit our website at eab.state.wi.us.

(See related article on following page.)

Mark Your Calendars Now!!!

The Educational Approval Board will host the second EAB Approved Schools Conference on Tuesday, November 14, 2000 at Sheraton Madison Hotel, Madison. We are asking you the reader, for suggestions for the conference theme, general session, breakout sessions and speakers.

To give comments or make suggestions, visit eab.state.wi.us/Conference/form.htm; or call Joan Fitzgerald at (608) 266-3185; or e-mail Joan.Fitzgerald@eab.state.wi.us.



Have you visited our website lately?

We update the site frequently. Visit us at eab.state.wi.us. Let us know what you think!!

It's Free!!

Schools and “Free” Training

EAB often receives inquiries from consumers and EAB approved schools about schools which advertise “free training.” This practice appears to be most prevalent in the truck driving industry. We know of several truck driving companies who advertise, or offer free training to individuals. Under state law, this practice would appear to exempt those schools from state approval.

However, upon closer inspection, we have found that some of the training advertised as “free” holds a pricetag. An individual who enters into the training may be obligated to enter into a formal contract which commits them to the trucking company. The contract may require the individual to pay the trucking company for the cost of training, plus interest, if the individual declines employment at the company or does not remain employed for a specific period of time at the company (often one year).

Herein lies the problem. The training is no longer “free.” EAB 39.51(1)(e) defines *school* as *any person located within or outside this state, maintaining, advertising or conducting any course or course of instruction for profit or a tuition charge*. We have interpreted this to mean that schools which enter into contracts of this nature with individuals they train are required to seek approval from EAB.

In December, as the result of a consumer complaint, we received a ruling from the Attorney General (AG) which supports our policy. The AG ruled that schools offering “free training” are only exempt from state oversight if there is no charge, before *and/or* after the training. Schools which obligate individuals to the company or require payment for training must be approved by EAB.

WCIE and EAB Forge Cooperative Relationship

The Wisconsin Council for Independent Education (WCIE) has been active on the Wisconsin educational front for a number of years. Started by Henry Herzing, Chairman of Herzing Institute, Inc., the council was made up of nationally accredited EAB approved schools. In recent years, the membership has been expanded to include all EAB approved schools. The Council looks at national and state educational issues. It provides a forum for discussion among schools and focuses attention to areas which require action.

During conversations between EAB staff and WCIE President Don Madelung after the November 9 conference, it became clear that the concerns expressed by schools also fit the WCIE agenda. For example, in 1997 WCIE lobbied for a state grant program for proprietary school students. Although the Council was not successful in its efforts at the time, the WCIE intends to refocus its attention to this matter. EAB would also like to see our approved schools participate in a state grant/loan program.

While the partnership is just in beginning stages, common goals for the 2001-03 biennial budget have been identified. The EAB can address some concerns raised by the schools like getting clusters of schools to meet periodically. But, legislative action will be included to address the major concerns like general purpose revenue for the consumer protection function and eligibility for state tuition grants and loans.

Achieving these goals will be difficult. WCIE will have to retain a lobbyist. The WCIE will have to coordinate its efforts with the EAB approved schools and the EAB.

WCIE member schools and EAB encourage non-member schools to find out more about our efforts. To become involved in WCIE, contact Liz Franck, Treasurer at (414) 282-9494 or Don Madelung at (608) 663-0828. To learn more about EAB’s efforts, contact Patrick Sweeney at (608) 266-1354.

Preparing for the Moment When a Student's Rage Turns to Violence

By Timothy Quinnan

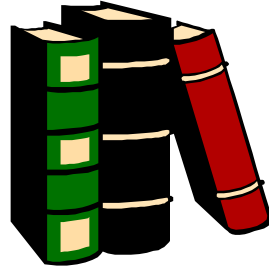
High schools are not the only educational institutions in which violence can occur. Recent events at Littleton, Colo., and elsewhere may provide a preview of what looms on the horizon for higher education.

In the wake of the killings at Columbine High School, everyone seems to have a theory about why adolescents today act out their aggressive impulses in so deadly a manner. Some people blame the darker dimensions of popular culture, such as violent video games and movies, "gangsta" rap music, and misanthropic World-Wide Web sites and chat rooms. If our culture's endorsement of violence is a contributing factor to young people's aggression, college students are probably no better equipped to resist it than high-school students are.

Whatever the cause of violence, colleges and universities are not prepared for its eruption on their campuses. A *laissez-faire* attitude permeates academic life: no parents, few rules, little monitoring, a great deal of individual freedom. Unfortunately, it's precisely that attitude that leads us into danger.

Our vision is skewed toward the utopian. We see campuses as islands largely untouched by the social ills outside, as the safest and sanest of all public spaces. Of course, the security officers we employ report a smattering of relatively minor crimes, such as vandalism or theft, but no one worries too much about those. Even crimes such as sexual assault don't happen very often on our campuses, and many of them are not reported, because of the stigma attached to the victim. That apparently idyllic environment lulls us into feeling immune from the kind of premeditated violence that now occurs all too frequently in secondary schools.

In the rare cases when college students do shoot their peers or teachers, we quickly look for signs that the killers are mentally or physically ill. We can't imagine that the next carnage will be



perpetrated by someone similar to the Columbine killers: volatile and unpopular, perhaps, but functional, by most accounts.

It may well be a student who seems quiet and normal who blows up, pushed over the edge and into infamy by something we haven't recognized.

As a student-affairs dean, I often see students who come to lodge complaints about their peers or to reply to charges of misconduct made against them. Most of the cases are misdemeanors -- one student protests an unfair accusation of plagiarism; another files a complaint against a classmate who won't stop talking during lectures and is infringing on her right to learn. We resolve most such cases in fairly short order.

However, about 5 per cent of the cases I deal with leave me wondering, and a little anxious. A disgruntled student with smoldering eyes tells me there is no way he'll accept the grade he just got, and if the teacher refuses to alter it, the student is "going to go postal." Another student, referred to me by a professor for hurling insults at a peer during class, tells me that she's going to "get" her antagonist for stealing her boyfriend, and mentions that she has a gun at home.

Ten years ago, I would have counseled such students not to use reckless speech, for fear that it would be taken seriously. At the end of the day, however, I would have closed their files and gone home a carefree man, sure that they didn't truly intend to hurt anyone.

Things have changed. Now, when I talk with such students, their words convey a wrath so menacing that it trips an alarm in my head. One of these days, I fear, a student like that will end up doing what he or she threatens.

What has changed is the degree of anger behind the students' statements. Instead of voicing dissatisfaction over an issue, students are making extreme threats against other human

beings. Through my counseling sessions, I've watched the hostility intensify over the years. Perhaps part of it does come from a popular culture that devalues life. Causes are elusive. Yet given recent events, my apprehension seems justified.

If you think I'm overreacting, recall the case of the graduate student at Wayne State University in 1998. Distraught over a grade he had received on a final exam in an engineering course, he brought a rifle to a classroom where the professor who had given him the grade was teaching. In front of the entire class, he shot the instructor to death. When I read about the murder, the thought that it might herald a new era of violence in higher education crossed my mind. Combined with what I've been detecting in my own work with students, the thought still worries me.

More troubling is how unprepared most colleges and universities are to deal with outbreaks of violence. It's common now for U.S. high schools to have a security guard or two. Many have video surveillance systems that monitor areas where students gather. Some schools require students to pass through metal detectors each morning as they arrive.

How do universities compare? Except in areas where sensitive research is conducted or expensive equipment is stored, we seldom use security devices. We settle for parking-lot patrols, or escorts for students going to their cars after night classes. We teach sexual-assault prevention in residence halls and counsel against the pitfalls of substance abuse. Anything more would upset the pleasant climate of the campus and our faith in its sanctity.

I am not necessarily arguing for introducing more-extensive security measures. Like my colleagues, I enjoy the tranquility of academic life and have no desire to turn my campus into a fortress. But students and faculty and staff members should be wary. College campuses may seem like peaceful oases, but they are more similar to tension-filled high schools than we want to admit. We can't afford not to notice what is happening in the schools around us.

Some universities, such as the Massachusetts Institute of Technology, have created "threat teams" to assess and handle potentially dangerous cases. Other institutions, like mine, seem to worry more about trampling on students' privacy rights or fostering an atmosphere of suspicion that hinders trust and collaboration. Those concerns are legitimate, but they shouldn't mean that we do nothing.

To help curb the potential for violence on campus, we should:

- * Educate new students early. Beginning with freshman orientation, we need to teach incoming students about our institution's expectations for behavior. Members of the student-affairs and security staffs should lead small groups of new students in discussions about what is and is not acceptable conduct.

- * Publicize the student code of conduct, especially the sections dealing with menacing behavior. The code should clearly state that threatening words and actions are prohibited, and should specify the consequences for violations.

- * Follow a zero-tolerance policy. Assuming due-process procedures are followed, administrators should apply the appropriate penalties whenever students threaten others or use violence.

- * Take every threat seriously. Students and faculty members need to tell college officials when someone threatens another person. Administrators have an obligation to follow up on such reports.

Given what we've witnessed in high schools, we must be careful. The price of ignoring a threat might be someone's life.

Timothy Quinnan is assistant dean for student services at Raymond Walters College of the University of Cincinnati and the author of Adult Students "at-Risk": Culture Bias in Higher Education (Bergin and Garvey, 1997).

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Internet Resources . . .

Following are some online resources involving distance learning.

■ *The Wisconsin Association of Distance Education Networks.* This association is made up of the 55 operating distance education networks. This site contains information about each of these networks, including the technologies in use, contact information for network directors and coordinators, WADEN reports, minutes, network maps and other resources.

www.uwex.edu/disted/waden

■ *The Distance Education Clearinghouse.* This site provides links to distance education information from each UW institution by campus as well as from the UW System, UW-Extension and other resources.

www.uwex.edu/disted/uwinfo.htm

■ *TEACH (Technology for Educational Achievement in Wisconsin)* provides support for investment in educational technology and telecommunications access for schools, libraries and colleges.

www.teachwi.state.wu.us

Clip and Save

Year 2000 At A Glance

January

- 4 EAB sends second payment invoices and approval certificates to schools
- 6 Massage therapy schools meeting
- 10 EAB Quarterly published
- 11 Computer schools meeting

February

- 1 Board meeting

March

- 1 Second payments due
- 6 EAB sends May conference materials to schools

April

- 10 EAB Quarterly published
- * Massage therapy schools meeting

May

- 9 EAB/WCIE schools conference in Madison
Board meeting

July

- 1 Y2001 renewal applications sent to schools
- 10 EAB Quarterly published
- * Massage therapy schools meeting

August

- 7 EAB sends November conference materials to schools
- * Board meeting

September

- 1 Renewal applications due

October

- 10 EAB Quarterly published
- 21 Conference registration deadline

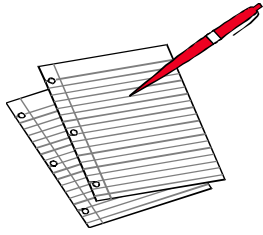
November

- 14 EAB Approved Schools Conference in Madison

December

- 31 School approvals expire

* no date set



Meeting Notes

The Board met on October 5, 1999 in Madison. Much of the meeting focused on presentations from representatives of approved schools.

Luci Klebar, School Director of ProStaff Training Plus, Milwaukee, described the nature of IT training. She reported that the IT field is booming with job opportunities, unmet needs and very solid salaries for graduates. The school's computer learning center expanded three times in three years to meet the industry's needs. The school emphasizes flexible scheduling, an open-entry/open-exit format, with individuals clamoring for more evening hours.

Mary Meyer, Campus Director of Bryant and Stratton College, Milwaukee also made a presentation. The college offers associate degree programs. Mary reported that the college has considerable interaction with employers and uses a variety of methods for curriculum development, with focus groups and advisory committees crucial to this process.

For a complete copy of the meeting minutes, view our website at eab.state.wi.us or call us at (608) 266-1996 to receive a paper copy.

Date for February Board Meeting Set

The Educational Approval Board will meet on Tuesday, February 1, 2000 from 9:00-11:00 a.m. in the 3rd floor conference room, 131 W. Wilson Street, Madison. Public notices have been sent. If you would like to know more about the meeting, please contact us at (608) 266-1996 or visit our website at eab.state.wi.us.

Free Marketing Advice

Many school owners have discovered the benefits of an advisory board. If you choose your members carefully, you will gain thousands of dollars in free marketing and professional advice. How is this possible?

You can start by following the guidelines from state board or accreditation agencies. When advisory boards are required, members usually have to represent all the constituency of your school. These include students, grads, teachers, staff, employers and members of your community.

Boards generally meet four times a year and special meetings can be called if needed. The agenda includes issues that you want more opinions on. For example, you may want a review of your marketing plans and budget for the next year. You may need input about whether to add certain new programs. Your programs may not meet the demands of the local workplace and you may want some feedback or an evaluation. Your enrollments may be down and you just don't know what to do next.

The best answers will come from experts--those people who are familiar with your school and those with the professional expertise.

What else can your advisory board do? They can assist with your scholarship offerings and provide workplace experiences for your students, such as mentoring and externships. They may even be able to offer part-time jobs to your students to help them get through school.

That's a lot of professional input at no cost to you. Want to get started? Think about the right people and just ask them. They will be flattered. Establish bi-laws and meeting dates and benefit from the best advice!

Reprinted with permission from Career School Solutions. For information about this newsletter dedicated to the needs of career school owners call (561) 483-9554 or visit their web site at www.susanfschulz.com.



On the National Front . . .

Student-Loan Defaults Continue to Drop

The rate at which borrowers default on student loans has dropped for the seventh consecutive year, according to the U.S. Department of Education. The proportion of borrowers who defaulted within 12 to 24 months of leaving college in 1997 fell to 8.8 percent, compared with 9.6 percent in 1996. The 1997 rate represents a drop of 13.6 percentage points since 1990, when the default rate reached its peak at 22.4 percent.

The rates at proprietary schools, which remain higher than those for other sectors of higher education, fell by the largest proportion. As a group, they averaged 15.4 percent, down from 18.2 percent in 1996.

Since President Clinton took office in 1993, the department has barred 1,092 of about 8,000 educational institutions from participating in the loan programs. Most of them have been for-profit trade schools.

The average rates for non-profit institutions were 6.8 percent for public four-year colleges, down from 7 percent in fiscal 1996; 12.7 percent for public two-year colleges, down from 13.2 percent; 5.8 percent for private four-year colleges, down from 6.5 percent; and 12.1 percent for private two-year colleges, down from 14 percent.

The department also recently announced that 2,600 colleges and trade schools can take advantage of a provision in the 1998 Higher Education Act that frees institutions from some strict rules if their default rates are under 10 percent for the three most recent years.



YOUTH OPPORTUNITY: Some 15 million young people between 16 and 24 are not currently in school, and 70 percent of them have a high school diploma or less. For more on efforts to help youth in poverty areas: www.yomovement.org.

EARNINGS: Adults with college degrees earned nearly twice as much in 1997 as adults with only high school diplomas. The college average income: \$40,478. With only a high school diploma: \$22,895. For more: www.census.gov/Press-Release/cb98-221.html.

QUALITY TIME: America's teens are three times more likely to rely solely on their mothers than their fathers when they're making key decisions, says a new study. For more: www.casacolumbia.org/newsletter1457/newsletter_show.htm?doc_id=17257.

CYBERSPACE: Hispanic and black households remain woefully underrepresented on the Internet. The two groups represent about one in five American households, but only one of 10 online. For more: www.benton.org/DigitalBeat/db080699.html.

Offer something free: What can you offer for free that will give your prospects a closer look at your school? Whatever the free offering costs is well spent marketing dollars. The right free offer will get that prospect receptive to the benefits of your training. Sometimes a taste helps make a decision.

Excerpt from "Career School Solutions"

Volume II Issue 5

Futurework: Trends and Challenges for Work in the 21st Century

The U.S. Department of Labor has assembled a comprehensive view of the world of work, where we have been, where we are today, and where we will find ourselves as we enter the next millennium. The work is called *futurework: trends and challenges for work in the 21st century*. The entire report may be found at <http://www.dol.gov/dol/asp/public/futurework/report/letter.htm>.

"Americans are now enjoying the best economy in more than a generation. President Clinton and Vice President Gore have positioned this country to meet and manage the challenges the global economy presents today and in the future."

*Alexis M. Herman
Secretary of Labor*

The EAB Quarterly Winter 2000

The EAB Quarterly is published in January, April, July and October by the Wisconsin Educational Approval Board to highlight accomplishments of our approved schools, inform readers of issues in higher education and provide a source of information linking our readers.

We welcome contributions, comments and suggestions for articles. Contact us at 131 W. Wilson Street, Suite 904, Madison, WI 53703-3245; Phone: (608) 266-1996.

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