



# Student Services

# NEWS

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## Annual IPD/CAAHE Student Services Conference in Nashville This Year

Greetings, everyone!

The Annual IPD/CAAHE Student Services Conference will be co-hosted by Aquinas College in Nashville, Tennessee, on April 19 and 20, 2001. We have a record 58 registrants from 22 CAAHE Member Institutions and the Institute for Professional Development for the two-day conference, which will be held at the Airport Embassy Suites.

This year's theme is "Creative Leadership: Dealing with Growth and Change." Keynote speakers for the conference are Dr. Barbara Bailey of Shorter College and The Bailey Group, who will speak on "Dealing with Change," and Suzanne Metzger of Corporate Masters, Inc., whose topic is "Developing Self-Control and Self-Assurance."



## Annual IPD/CAAHE Student Services Conference in Nashville This Year, continued

The ambitious agenda also includes workshops on “Grant Writing for Student Services,” “Student Services and the 12-Hour Rule,” “Evaluating Military Training,” “Managing Team Conflict,” “E-Advising: A Menu for Success,” “Meeting Students’ Academic Needs in Experiential Learning through Technology,” “Student Retention and Reentry Strategies,” “Academic Advising: Focusing Our Service, Expanding Our Influence,” “Student Services and IPD: Achieving Seamless Unity,” and “Accreditation and Change.” On Thursday evening, participants will get a taste of Nashville culture while enjoying dinner and entertainment on the General Jackson Riverboat Cruise.

Conference Planning Committee members are D’Lanna Mason, Director of Student Services for Aquinas College; Nancy Atkins, Student Services Coordinator for Averett College; Vicki Serrano, Director of Student Services for Cardinal Stritch University; Carol Dillon, Associate Dean for Adult Studies Development for Fontbonne College; Rosette DuBois, Director of Regional Campus for Albertus Magnus College; Deanna Boe, IPD Director of Student Services; and Judy Johnson, IPD Academic Affairs Coordinator.

The success of this conference depends on cooperation and teamwork among a large group of individuals, and I would like to take a moment to express my appreciation and thanks to Aquinas College, CAAHE, the CAAHE Student Services Commission’s Conference Planning Committee, and IPD. For the past four years, IPD has sponsored this conference, covering food and lodging for conference participants and speakers, as well as related expenses such as door prizes, bus transportation, and so forth. For the past two years, CAAHE has given the Student Services Commission a grant to apply toward the conference speaker. This year’s grant was \$1,000. Each year we rely on an IPD Partner Institution to co-host the conference, which entails on-site preparations and consultation, and on the Conference Planning Committee to put together an outstanding program. I’d also like to give special thanks to Judy Johnson, IPD Academic Affairs Coordinator, for her tireless efforts in coordinating logistics and conference details, and to Gina Rosamilia, IPD Creative Services Coordinator, for her creative work on the conference program design and signage.

Carol Dillon, past chair of the CAAHE Student Services Commission, summed up the purpose of the conference perfectly in the September 1999 issue of the Student Services Newsletter: “(T)hose of us working in Student Services need the opportunity to *share* ideas, *support* one another, *learn* new and improved ways of performing our job duties, and *recharge* our batteries.” Each year the conference grows in size and scope, and once again we anticipate a great conference that meets these objectives. For those of you who will be attending this year, we are looking forward to seeing you. If you will not be able to attend, we hope you can participate next year!

*Deanna Boe*  
*Director of Student Services, IPD*

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## Annual CAAHE Conference in Asheville, North Carolina, June 6–8, 2001

The 11th Annual CAAHE Conference will be held in beautiful Asheville, North Carolina, June 6–8, 2001, and will be hosted by Montreat College. The conference will begin with an IPD-sponsored dinner/reception on Wednesday night, June 6, and will conclude at 5:00 p.m. on Friday, June 8. The conference focus is “Redefining Teaching, Learning, and Services in the ‘Digital Age.’” Persons interested in presenting at the conference should contact Sue Salter at [sue.salter@apollogrp.edu](mailto:sue.salter@apollogrp.edu). Presentations from faculty who are successfully integrating technology are most encouraged!



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## **Jerry Noble Retires after 20 Years**

Jerry Noble, President of IPD, announced on January 12 his decision to retire after almost 20 years of employment with Apollo Group, Inc. Jerry led IPD to its current record enrollment of over 19,000 students, a client base of 22 institutions, and employees numbering approximately 310 nationwide. His vision and leadership have touched many, many lives, including over 150,000 graduates of IPD-related adult degree programs. Jerry has been more than a President to all of us and will be greatly missed. However, we wish him a wonderful retirement—he has certainly earned it!

## **Dr. Ron King Named New IPD President**

Dr. Ron King, formerly the IPD Corporate Vice President/Educational and Institutional Relations, has assumed the position of President of IPD. Ron's seven years of experience with IPD provide him with a solid knowledge of the business, which he will blend with his academic experiences from Bradley University, the University of Missouri-Columbia, and Southeast Missouri State University. Ron earned his Doctor of Education in Administration and Law from the University of Missouri, his Master of Business Administration from Southeast Missouri State University, and his Bachelor of Science (with Distinction) from Arkansas State University. Ron's unique combination of traditional higher education teaching and administrative experience and business management will be put to good use in his new role at IPD.



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## **CAAHE Student Services Commission Update**

Catherine Strate, Director of Student Services for Albertus Magnus College's New Dimensions program for the past five years and 2000/2001 Chair of the CAAHE Student Services Commission, resigned in December to pursue other interests. Catherine made a significant contribution to CAAHE during her years with Albertus Magnus, and we will miss her! We wish her well in her new endeavors, which will include continuing to teach in the New Dimensions programs.

As a result of Catherine's resignation, vice-chair Nancy Atkins, Student Services Coordinator for Averett College, and secretary Victoria Serrano, Director of Student Services for Cardinal Stritch University, agreed to take on the role of interim co-chairs for the CAAHE Student Services Commission until a new slate of officers can be elected at the Annual CAAHE Conference in Asheville, North Carolina, on June 6–8, 2001. The Commission officers selected Rosette DuBois, Stamford Site Coordinator and Educational Counselor for Albertus Magnus College, as the interim secretary. Carol Dillon, Associate Dean for Adult Studies Development for Fontbonne College, continues in her role as past chair. Special thanks to Nancy, Vikki, and Rosette for taking on these important roles!

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## Online Career Counseling at Fontbonne College

By Carol Dillon, Associate Dean for Adult Student Development, Fontbonne College

Fontbonne College has become one of the first colleges in the nation to use an all-Internet-based Web site service for administering self-assessment instruments used in career counseling. The service is offered through the Consulting Psychologists Press, Inc., and is available to Fontbonne students and alumni. The Myers-Briggs Type Indicator® is used to discover one's personality type and how it relates to careers and working environment preferences. The Strong Interest Inventory® measures one's interests and how they relate to occupations and workplace environments, as well as educational choices. These instruments are two of the most valid and reliable self-assessment instruments on the market today. Administering the instruments online gives Fontbonne's students and alumni greater access to career assessment. They can take the instruments anytime, anywhere. Fontbonne's Career Counselors are notified by email for data retrieval, usually within minutes of completion.



After the assessment instruments are completed online, three reports are generated to assist one in better understanding one's self and one's career options. This information will be valuable whether one is looking for more satisfaction in a current job, changing jobs, or starting a whole new career.

Fontbonne College believes career planning is a developmental process that is fostered throughout the educational experience and beyond. Helping students and alumni take active responsibility for their professional lives is a major focus of Fontbonne's career services. A systematic approach of self-assessment, occupational exploration, and understanding of the changing demands of the job market results in informed decisions and achievable goals. The first step in career planning is self-assessment.

Strong Interest Inventory® is a registered trademark of Stanford University Press.

Myers-Briggs Type Indicator® is a registered trademark of Consulting Psychologists Press, Inc.

This program is being funded, in part, by a grant from the Teagle Foundation.

Carol directs the career-counseling program for Fontbonne College OPTIONS.

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## Educational Counseling with Krysia Napiorkowski

By Dr. John Motay, Director of Academic Services, Albertus Magnus College

(This article has been reprinted with permission from the Albertus Magnus College *New Dimension* newsletter.)

*Since April, Krysia Napiorkowski has worked as an Educational Counselor in New Dimensions. Embarking on her "second" career, she has a Master's of Science degree in Student Development in Higher Education from Central Connecticut State University. Prior to becoming an educational counselor, Krysia worked as an artist and award winning stained-glass designer in Connecticut, New York, and Florida. She often draws upon her creativity to help develop effective solutions to problems seeming to deter students' progress in New Dimensions.*

## Educational Counseling with Krysia Napiorkowski, continued

### **Krysia, how do you see your role as an Educational Counselor?**

As an Educational Counselor, my primary goal is to help students by providing them with the information they need to finish the program in as stress-free a manner as possible. Therefore, what I enjoy most about being an Educational Counselor is the contact that I have with students. Often, students call to voice concerns they might be having with some aspect of the program. For example, they might have a schedule conflict or concerns about a course. My job is to help them resolve these issues. I do this by conveying the idea that no issue or concern is insurmountable. I believe that by taking the time to explore an issue in-depth, we can find an effective solution.



### **Exactly how do you do this? Can you describe this process of problem solving?**

First, I make a point of listening carefully to students; and, as they describe their concerns, I probe to identify and clarify how they perceive the situation. As they talk, I try to put myself in their position and to figure out how they are feeling. People have a need and right to be heard. I try not to pass judgment. That is not my role. Really, my job is to try and understand how a student experiences a particular situation. Overall, I think I'm very good at fostering an environment that encourages their personal, professional, and spiritual growth.

### **Students must appreciate this! I suppose this contributes to their ability to eventually find a solution to their situation?**

I really think it does. If people feel understood, then I think they are more willing to delve deeper into any problem which, in turn, assures that they might get closer to the root cause of a problem or issue. I am always willing to help students confront their concerns directly: and, to assure that this problem-solving process is successful, I tend to focus on underlying issues, rather than just on the symptoms or what is apparent.

For example, if a student wants to drop out of a particular course, I'll work with that person to see if this is part of a behavioral pattern that may have contributed to some of the difficulty he/she has had finishing school or completing similar courses. By exploring these underlying issues, students have the opportunity to develop coping strategies that can help them accomplish their primary objective: namely, to complete this program.

Once the root causes or underlying factors have been explored, then, I can begin to work with students to craft a solution that accommodates both their needs and the requirements of the program. I try to work with the students to identify all possible options, and there are always options and choices. After identifying these alternatives, I try to help the person choose which of the options identified is most acceptable. Usually, one of these possibilities resolves the issue. If not, there are always other considerations that we explore. It definitely is a balancing act. I want to satisfy the needs of the students and, at the same time, fulfill the academic requirements of the college. However, there is always a solution to every problem and different ways to tackle a problem. I really believe this. There is always a solution that fits. Part of what I try to do is to help students see that effective problem solving often requires some creativity. That is where my artistic background comes in.

## Educational Counseling with Krysia Napiorkowski, continued

### So your previous experience as an artist helps you in this position?

Absolutely. As an artist, I know that the creative process knows no limits. So problem solving is simply tapping into the creative process to find a solution. It is really that simple: problem solving is nothing more than creating a path that leads to goal attainment. And, since creativity is limitless, so are the number of paths that can get us to where we want to go. It's actually a very exciting process.

### It must be satisfying to know that you helped adult learners in New Dimensions develop strategies for success?

I love working with students. I love working in higher education. It's a very exciting work environment, since I believe that colleges and universities are the places where things happen first. So much of what the rest of the world will be doing tomorrow, ultimately, will be a direct outgrowth of what is happening today in higher education.

If there were one thought that I would like to leave with the adult learners in this program it would be that although being an adult learner requires balancing work, school, and family responsibilities, it can also be a very exciting time in the student's life. I believe that school is a time when one can explore new ideas and approaches, take risks, and make mistakes. I hope every student in the New Dimensions program comes to believe this.

In summary, I am here to serve students and to help them succeed academically. I have lots of energy and enthusiasm. Although I am relatively new in this position, I bring a lot of personal and professional experience that can help me assist students in the New Dimensions program reach their educational dream.

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## Effective Motivators

By Yvette Harrold, IPD Director of Training

As managers, our time is extremely limited. However, consider the value of your employees to the business and the cost of employee turnover. Try to set aside time each week to use the following motivators. Consider it an investment, not a cost.

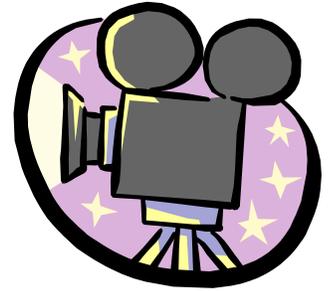
- Recognize employees for doing a good job. Do this one-on-one, either verbally or in writing. Praise should be specific, sincere, and timely.
- Take time to meet with your employees and listen to their concerns.
- Keep your employees informed about individual, department, and company performance.
- Provide employees with information about how the company competes in the market and how individual employees contribute to the overall plan.
- Involve employees in decision making when the decisions affect them. If you are uncomfortable with this, discuss the issue with employees prior to making the decision in order to solicit opinions on the issue.
- Give employees a chance to develop new skills. Show employees how they can meet their goals within the context of meeting the company's goals.



Take time for team- and morale-building meetings and activities. Celebrate company, department, and individual successes. These do not have to be elaborate; even taking the department to lunch is a morale-builder.

## Work Team Video Reviews

When the instructor presents the basics of study groups during the first course in the core program, it ought to be done in as interesting a way as possible. One of the best ways is to show a video and then summarize and discuss the salient points. Linda Knutson, former IPD Director of Academic Development, and Deanna Boe, IPD Director of Student Services, reviewed a number of videos on work teams while developing a new orientation course for IPD Partner Institutions. A brief review of each follows.



Videos are rated according to the following system:

	Excellent
	Excellent, but more appropriate for another course
	Very Good
	Good
	Fair
	Poor

***Team Building: What Makes a Good Team Player? (Advanced Training Source Media—20 minutes)***



The focus of this video is that the real basis of the team is not the leader but the team player. It therefore suggests behaviors that will help each player promote the team better. The moderator is a little wooden in appearance and stilted, but the video material is excellent and well done.

***Team Nightmares: Solutions to Your Top Team Problems (The Richardson Company—Volume I, 27 minutes; Volume II, 22 minutes)***



Volume I discusses the idea of a TEAM—Together Everyone Achieves More—and is directed towards the interactions of the team members. It shows a nightmare, suggests a solution, and then plays it out. The actors are extremely good and seem as if they are actually in the business situation the video portrays.

Volume II stresses that everyone is responsible for the team's success and that everyone needs to focus on the same goal. It is more process oriented than Volume I, but repeats a good deal of the information. The focus is on making sure the purpose of the group is clear, getting organized, getting along, and so forth.

Both videos are done very well and do not seem staged at all. Although information is repeated from one to another, showing both would reinforce for students the idea that interactive and process tasks are deeply intertwined and not separate.

## Work Team Video Reviews, continued

### **Team Player (The Richardson Company or Change Dynamics—21 minutes)**



This video takes a work problem and does a role-play on how the team comes together to solve it. It suggests that the first step in becoming a team is to get personal feelings out in the open and that the second step is to adopt ground rules. It has a very good scenario on group problem solving: the team comes down to voting on a proposal and some members ask for more time to consider. It also offers an eight-hour course and workbooks along with the video. The final summary for this video is excellent.

### **Work Teams and the Wizard of Oz (Blanchard Learning—18 minutes)**



This video has Leader and Participant Workbooks for your use. It uses the movie *The Wizard of Oz* to explain and illustrate the seven keys to effective teamwork:

- Goals must be clearly stated.
- Small successes reinforce the commitment of the team members.
- Diverse objectives must be linked by a common purpose.
- Teams must find a common goal that benefits all members.
- Successful teams are mutually supportive.
- Adversity strengthens the bonds of the team.
- Leaders must recognize a team's real and symbolic needs.

This video is entertaining and informative.

### **The Abilene Paradox (The Richardson Company—28 minutes)**



Although it doesn't focus on teams, this delightful film brings up a good point about group decisions—the ability to handle agreement, not conflict, is the major problem of corporations or groups. People may decide to go along with a decision because they think everyone else agrees with the decision. This is an offshoot of the groupthink idea. This video is actually better for dealing with small-group dynamics and communications later in the program.

### **Cuban Missile Crisis (The Richardson Company—25 minutes)**



Although this video does not deal directly with how to form a team, it does speak to the leader's role in teams and stresses managerial techniques that can be put to use in our own personal businesses. It focuses on decision making and how teams can do that. It approaches teams from the leader's point of view and suggests that a leader must choose a decision-making team carefully. It directly relates the quality of a team's decision to the quality of its leadership. It could be useful in the first course but might be used better in a later business course on leadership.

### **Dealing with Conflict (The Richardson Company—20 minutes)**



This video points out that 20 percent of the time in organizations is used in dealing with conflict in one way or another, so it is a good idea to learn how to spend that time productively. It is a bit dry but does have a good role-play of the five ways of addressing conflict. Although it isn't dynamic, it is a good video on conflict resolution.

### **Groupthink (The Richardson Company—22 minutes)**



This video focuses on the Challenger disaster, showing how a tightly knit group reinforced the wrong decision. It is not necessarily good for teaching how a team forms and functions, but it would be excellent for later in the program when considering the shortfalls of closely cohesive groups in a small-group dynamics and communications course.

## Work Team Video Reviews, continued

### ***Twelve Angry Men: Teams That Don't Quit* (The Richardson Company—25 minutes)**



“It’s possible.” “Let’s talk.” These two phrases from the classic movie *Twelve Angry Men* are the basis for this video on teams and conflict. The video begins with the premise that conflict is essential in drama—is it essential in business also? It labels mistrust as the basic reason for conflict within organizations. Using clips from the film, it illustrates the following points:

- Leaders should encourage inquiry and questions.
- Teams should stage a vigorous pursuit of a decision.
- Conflict actually serves the group process and moves the group ahead.
- Groups benefit from varying and diverse backgrounds.
- Effective decisions arise from the constant interplay of these backgrounds against each other.

### ***Teamwork: How Synergy Succeeds* (The Richardson Company—22 minutes)**



This video deals with a treasure hunt done by teams at a company picnic. Although the premise is rather silly, the video and its information are very good. It clearly shows the difference between a functional team and a nonfunctional team. The information is relevant to study groups, because the teams that are depicted are not solving a business problem but are involved in the type of everyday activity in which study groups will be involved.

### ***Building the Perfect Team* (The Richardson Company—29 minutes)**



This video is based on research done at Cambridge University that can predict which business teams will succeed and which will fail. It focuses on the function role versus the team role for team members. The person’s team role is defined as that person’s tendency to behave and interrelate with others, and research suggests nine team-role types. The video proceeds to explain the nine roles and shows the functions of them on an actual team. Although the material is good, the presentation of it is somewhat boring.

### ***Teams That Work* (Advanced Training Source Media—21 minutes)**



This video offers a British psychologist with a heavy accent as the moderator, which may make it difficult for many students to understand. It also has the dry British formal approach to the topic. It does state that teams must practice certain behaviors to succeed:

- Sharing leadership
- Communicating openly
- Learning from their mistakes
- Reviewing directions and roles
- Putting the team’s needs first

### ***The Unified Team: How to Build a Unified Team* (The Richardson Company—26 minutes)**



According to this video, teams are based on three needs: the need for achievement, the need for belonging, and the need for contribution. It compares a team to a couple, mentioning that feelings are strongest at first, but when the feelings fade the actual work begins. It makes great points, but it assumes a leader who is trying to pull a team together. It is basically from the coach or leader point of view. It might be confusing to students who do not yet realize that the leadership role will change and rotate in a group and that they will all need these suggestions at one time or another.

## Work Team Video Reviews, continued

***Think or Sink: Professional Team Decision Making with John Cleese* (Advanced Training Source Media—26 minutes)**



From the description, it appeared that this video would have some value for teams and that, being a John Cleese product, it would be entertaining as well. However, we didn't complete the review because after the first three minutes the video did not seem to relate to teams at all, in spite of the title.

The following four videos were not reviewed, but may be worth checking out:

- *Talking to the Team with Hugh Laurie* (The Richardson Company—27 minutes)
- *Show Your Eagles How to Fly Higher by Flying Together* (The Richardson Company—17 minutes)
- *Journey of the Problem-Solving Team* (The Richardson Company—13 minutes)
- *The Vision of Teams* (Blanchard Learning—26 minutes)

If you are interested in reviewing or purchasing any of the listed videos, here are the company Web site addresses:

- Advanced Training Source Media is available at <http://www.atsmedia.com>.
- Blanchard Learning is available at <http://www.blanchardlearning.com>.
- Change Dynamics is available at <http://www.changedynamics.com>.
- The Richardson Company is available at <http://www.rctm.com>.

If you use a video not reviewed here in your orientation course that you'd like to recommend to your Student Services colleagues, send us your review and we'll publish it in our next newsletter!



## Student Services Resources

The Internet provides easy access to the information we need to perform our jobs. If you are new to Student Services or need more information about a particular topic, here are valuable links to resources on the Americans with Disabilities Act (ADA), assessment of prior learning, confidentiality of student records and the Family Education Rights and Privacy Act (FERPA), and evaluation of military training.

### **Americans with Disabilities Act (ADA)**

#### **U.S. Department of Education (ED)**

<http://www.ed.gov/>

This Web site provides information on Student Financial Aid Assistance and the Educational Resources Information Center (ERIC) Digests search Web site.

#### **U.S. Department of Justice (DOJ)**

<http://www.usdoj.gov/crt/ada/adahom1.htm>

The U.S. Department of Justice's Americans with Disabilities Act (ADA) Home Page provides a toll-free ADA information line and information on ADA regulations and enforcement.

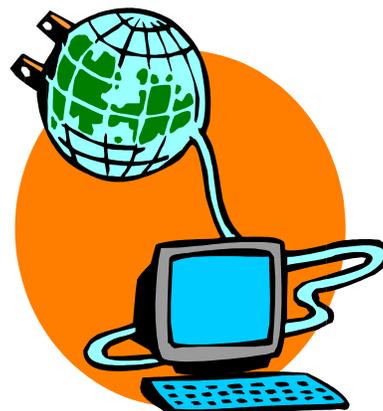
## Student Services Resources, continued

### Assessment of Prior Learning

#### **American Council on Education (ACE)**

<http://www.acenet.edu/calec/home.html>

The American Council on Education's Center for Adult Learning and Educational Credentials (CALEC) has championed lifelong learning for more than 50 years. In 1942, CALEC pioneered the evaluation of education and training attained outside the classroom. Today, CALEC serves adult learners through three main programming activities: Corporate Programs, Military Programs, and the GED Testing Service.



#### **College-Level Examination Program (CLEP)**

<http://www.collegeboard.org/clep/>

The College Board administers the College-Level Examination Program. The College Board is a 100-year-old, not-for-profit membership association whose mission is to prepare, inspire and connect students to college and opportunity through testing and a variety of other programs and services. The Board has 3,800 member schools, colleges, universities, and other educational associations. The Board administers CLEPs, the Advanced Placement Program, and SATs. This Web site provides information on CLEPs.

#### **Council for Adult and Experiential Learning (CAEL)**

<http://www.cael.org>

The Council for Adult and Experiential Learning is a national organization dedicated to expanding lifelong learning opportunities for adults. CAEL promotes the standardization of assessment of prior learning.

#### **Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSSTs)**

<http://www.getcollegecredit.com>

DANTES Subject Standardized Tests are available through The Chauncey Group International, a subsidiary of the Educational Testing Service, and are used by the United States Department of Defense and two- and four-year colleges. The DSST program, originally designed for the military, is now available to civilians. This Web site provides information on the exams.

#### **Excelsior College (formerly Regents College) Exams**

<http://www.regents.edu/>

Excelsior College was founded 30 years ago as Regents College to make college degrees more accessible to working adults through the recognition of previous learning. Excelsior College administers the standardized credit by examination program formerly called American College Testing-Proficiency Examination Program (ACT-PEP). This Web site provides information on the exams.

#### **International Association for Continuing Education and Training (IACET)**

<http://www.iacet.org>

The International Association for Continuing Education and Training promotes and enhances quality in continuing education and training through research, education, standard setting, and certification. Criteria and Guidelines for Quality Continuing Education and Training Programs are now free online. Complete information about continuing education units (CEUs) is provided on this Web site.

## Student Services Resources, continued

### Confidentiality of Student Records and the Family Educational Rights and Privacy Act (FERPA)

#### Council on Law in Higher Education (CLHE)

<http://clhe.org/index.htm>

The Council on Law in Higher Education is “the premier source for higher education law and policy.” Its Web site provides information and analysis to assist people involved and interested in higher education policy.

#### Council on Law in Higher Education (CLHE)—FERPA

<http://clhe.org/ferpa.htm>

The Council on Law in Higher Education’s Web page on FERPA.

#### Family Educational Rights and Privacy Act (FERPA)

[http://www.lrp.com/ed/freelib/free\\_regs/bc3499.htm](http://www.lrp.com/ed/freelib/free_regs/bc3499.htm)

The text of FERPA, Sections 99.1 through 99.67, as published in the Federal Register, provided by LRP Publications.

#### University of Maryland—FERPA

[http://developer.sis.usmd.edu/umcp\\_ferpa/](http://developer.sis.usmd.edu/umcp_ferpa/)

The University of Maryland’s tutorial on FERPA for its employees.

#### University of North Texas—FERPA

<http://www.unt.edu/ferpa/>

Web site answers frequently asked questions pertaining to FERPA for University of North Texas employees.

#### U.S. Department of Education, Family Policy Compliance Office

<http://www.ed.gov/offices/OM/ferpa.html>

The Family Policy Compliance Office’s Web site on FERPA.

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### Evaluation of Military Training

#### Air University/Community College of the Air Force (CCAF)

<http://www.au.af.mil/au/ccaf/>

This Web site includes information on how to order CCAF transcripts.

#### American Council on Education—Military Programs

<http://www.acenet.edu/calec/military>

This is ACE’s Military Programs page. The online 2000 Military Guides can also be accessed from this page.

#### Army/ACE Registry Transcript System (AARTS)

<http://leav-www.army.mil/aarts>

The Army/ACE Registry Transcript System is a computerized transcript system that produces official transcripts for Army personnel accepted by colleges and universities. This Web site describes the transcript and how to order copies.

## Student Services Resources, continued

### Evaluation of Military Training, continued

#### National Personnel Records Center (NPRC)

<http://www.nara.gov/regional/mpr.html>

The National Personnel Records Center, Military Personnel Records (NPRC-MPR) is the repository of personnel, health, and medical records for discharged and deceased veterans from all branches of the military services.

#### Sailor/Marine American Council on Education Registry Transcript (SMART)

<http://www.navycollege.navy.mil/transcript.html>

The Sailor/Marine American Council on Education Registry Transcript is an official record of training in the Navy and the Marines accepted by colleges and universities. This Web site describes the transcript and how to order copies.

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### Evaluation of Military Training Email Addresses

#### CCAF Registrar's Office

[registrar.ccaf@maxwell.af.mil](mailto:registrar.ccaf@maxwell.af.mil)

#### Military Evaluations Program, ACE

[mileval@ace.nche.edu](mailto:mileval@ace.nche.edu)

#### NPRC (MPR)

[center@stlouis.nara.gov](mailto:center@stlouis.nara.gov)

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## We Need Your Input!

Thank you to everyone who contributed articles and information for this issue. We encourage anyone who wishes to submit articles for the June issue to do so by May 15, 2001. Please email your contributions to Deanna Boe at [deanna.boe@apollogrp.edu](mailto:deanna.boe@apollogrp.edu) or Norman Larson at [norman.larson@apollogrp.edu](mailto:norman.larson@apollogrp.edu).

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