

# NEWSLETTER

CREAD, continuing the work of the CREAD Project founded in 1990

Volume 8, No. 1, October 1998

## CREAD FACILITATES IMPORTANT FACULTY DEVELOPMENT INITIATIVE

Professionals from the Venezuelan National Open University (UNA) are participating in an innovative faculty development program with Nova Southeastern University (NSU) in the United States. CREAD helped to orchestrate the strategic alliance between UNA and NSU to train faculty members from the Venezuelan university in the theory and practice of the design of advanced educational technology for distance teaching.

Twenty-five Venezuelan participants, carefully selected by both participating universities, obtained educational loans from their government. Only full-time faculty members were included-half work at the UNA central office in Caracas and the rest work at the University's local centers throughout the South American nation. This training program is comprised of both a local effort to modernize UNA's distance education technology and a leadership training program that includes an international experience.

Dr. Maruja Romero, UNA vice president for academic affairs, indicated that the program is taking place due to the extraordinary community of purpose shared among the current leadership at UNA, CREAD, and Nova Southeastern University. "Our joint efforts have made it possible to address the challenges related to administrative, policy, and financial issues, and we overcame each one of them.

*(continued on page 2)*



Front row (from left to right) Dr. Maruja Romero Yépez, academic vice president, Universidad Nacional Abierta, Venezuela; Dr. Maryellen Maher, dean of Education and Technology, Nova Southeastern University, USA; Dr. Zobeida Ramos, professor, Universidad Nacional Abierta, Venezuela. Back row (from left to right) Dr. Armando Villarroel, executive director, CREAD; Dr. Abbey Manburg, dean for Latin American Programs, Nova Southeastern University, USA.

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CREAD is a not-for-profit consortium of distance education throughout the Americas. CREAD offers information services, human resources, technical cooperation, and exposure for courses and products. Penn State, as host institution, supports the mission of CREAD—the development of inter-American distance education through interinstitutional cooperation, resource sharing, and partnerships.

#### The Nine Regions of CREAD

Andean = Anglophone Canada = Brazil = Caribbean  
 = Central America = Francophone Canada = Mexico  
 = Southern Cone = United States of America

The CREAD Newsletter is published twice a year. **Printed in Costa Rica by Editorial EUNED.** Please direct all inquiries and submissions to: CREAD Executive Office, The Pennsylvania State University, 211 Mitchell Building, University Park PA 16802-3601, USA

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## MESSAGE FROM THE CREAD PRESIDENT

*"I am convinced that the syndrome of totalization which characterizes the twentieth century is bringing humanity to a situation without parallel in our history. We must continue affirming our many advances, meeting our challenges, and avoiding the risks. There is no alternative but moving forward together."*



According to the philosopher, Gaetano Picón, who wrote about the profound changes that have occurred during the first six decades of the twentieth century: "Nothing is more intense or more legitimate than our feeling that we are experiencing a rate of change without precedent. Indeed, there is no precedent, because for the first time in human history this change is affecting all the inhabitants of our Earth, which is also making us change our mental references."

In my opinion, the central idea of the rapid and constant mutation addressed by Picón is what I refer to as the metaphysical syndrome of totality. It is not my intention to attempt to revive metaphysical speculation. What I mean is that the supra phenomena of totalization have some of the same characteristics as metaphysics. It tends to include everything everybody attempts: a convergence into a common unit. The outcomes of this totalization are manifold and can be observed in the most important manifestations of human activities.

With regard to politics, in spite of all the conflicting ideological positions of this century, all coincided in presenting the idea of justice and liberty for all. They also intended to become global forces that united the world into ideological blocks. The ideological confrontations of blocks was the basis of the Cold War. That is over, apparently.

But, this new political cosmos is still weak. It depends too much on the will of the superpowers that control the nuclear arsenal. Additionally, the gap between rich and poor countries continues to grow.

With regard to social aspects, totalization is responsible for a greater awareness of improving overall labor rights and conditions, the universalization of human rights, and more access to justice for all.

Here again, in spite of public declarations to the contrary, the situation is not ideal. Armed conflicts and political and economic interest work counter to well-meaning laws and declarations. The globalization of poverty, the weakening of the social web, increasing anomie, and the weakening of the desire to achieve equal justice mitigate against this new order.

With regard to economics, the most commonly recognized manifestation is globalization. That does not mean, of course, that there is a world economic system, but rather, that all economic systems are interconnected. In that sense, no country can claim isolation or self-sufficiency. Due to this phenomenon, all local cultures are invaded by a planetary culture. Our customs, entertainment, tastes, values, and vices are being homogenized. That is the bad side. The latent benefit of globalization is that science, technology, and arts that were once reserved to the elites can be accessible to everyone.

Our challenge is how to confront together some of the most important problems that affect humankind: environmental pollution, the greenhouse effect, the destruction of forest and water resources, irrational consumerism, and lack of interest in the reconstruction of civil society. To that we need to add the threat of destruction of local cultures, the loss of national identity, and the relativism of all values.

Finally, I would like to refer to the present effect of totalization on our educational system. Even though knowledge has been valued since antiquity, it is in our century, that knowledge is intimately linked to economic, social, and political class. At the individual level, persons deprived of knowledge are virtually deprived of any opportunity. At the collective level, societies without knowledge are also virtually incapable of continued existence and perpetuation. Now, the possibilities for development in any society are directly correlated to the characteristics of their educational system. Without a doubt, political power and economic well-being are greatly affected by the degree of knowledge possessed.

As this century comes to a close, we could confirm an unprecedented increase in the access to education worldwide. However, there are still important underserved sectors. For example, rural populations, working persons, and the increasing number of people that is demanding access to education. These limitations are being met by aggressive distance education developments in all countries of our continent.

I am convinced that the syndrome of totalization which characterizes the twentieth century is bringing humanity to a situation without parallel in our history. We must continue affirming our many advances, meeting our challenges, and avoiding the risks. There is no alternative but moving forward together.

**Dr. Celedonio Ramírez**  
*President of CREAD*

## MESSAGE FROM THE EXECUTIVE DIRECTOR

*"I think it is very important to recognize that all that we have accomplished so far-and what we surely will accomplish in the future-is a collective process and product. As a collaborating association, we have been able to count on the support of far-seeing and hard-working individuals and cutting-edge institutions."*



1998 has been a very exciting year for our consortium. Interest on our activities keeps rising, our membership is steadily growing, and our members are effectively networking. I would like to take this opportunity to provide a recount of what I think is the meaning of our activities and what we can make of them.

From the beginning of our operation, the organization of professional meetings has been requested by several of our members. Conferences provide excellent opportunities for exchange, for getting acquainted with the ideas and work of other colleagues, to gain increased political and professional acceptability for distance education, and to promote the working concept of horizontal cooperation that guides CREAD.

In close consultancy with various vice presidencies, the executive office decided to organize several regional conferences each year. The agenda, themes, and logistics of each meeting are the responsibility of each CREAD region, supported by the central office. Multiple conferences offer several advantages. First, they allow for maximum participation of our member institutions. Second, they facilitate attendance at first-class professional events to many who have difficulties traveling long distances, have economic limitations, or are monolingual. Third, they provide for grassroots participation and application of findings.

All the professional meetings CREAD sponsored and organized this year have been outstanding successes. Attendance has been numerically significant, excellent keynote addresses and papers have been presented, books of proceedings have been published, and a great amount of national attention has been generated. All this has been made possible by the extraordinary commitment of the regional vice presidents and the local organizers whom we thank and recognize.

For 1999, as it is indicated in this newsletter, several CREAD conferences are being planned. We encourage all our affiliates to attend at least one meeting-the closest one or the one that better fulfills their particular professional needs. It is our experience that during those forums, we are able to meet one another and to consolidate through our exchanges specific programs of mutual benefits. If your institution wishes to co-sponsor a CREAD conference, plans are underway to celebrate our tenth anniversary. We hope that you will communicate your suggestions to your regional vice president of the executive office.

1998 has also been noteworthy because we initiated a comprehensive human resource development program that we are sure will become a benchmark for others. The agreement between two CREAD institutional members, the National Open University (UNA) of Venezuela and Nova Southeastern University (NSU), to train Venezuelan faculty members at the graduate level in education is a landmark. As a result of our constant networking, collaboration between other institutional members is now under serious consideration. We hope that soon we can announce the initiation of programs in other fields such as management, medicine, sciences, telecommunication, engineering, and others.

I think it is very important to recognize that all that we have accomplished so far-and what we surely will accomplish in the future-is a collective process and product. As a collaborating association, we have been able to count on the support of far-seeing and hard-working individuals and cutting-edge institutions. All members of our Board of Directors have provided unrelenting support. That includes local organizers and host institution, Penn State.

We extend a warm invitation to all those interested in the development of our nations' distance education initiatives in the Western Hemisphere to become an active part of our effort.

**Dr. Armando Villarroel**  
**Executive Director**

## CONFERENCE ROUNDUP

### VENEZUELA 98



From left to right, Professor Antonio Luis Cárdenas, Venezuelan minister of Education; Dr. Gustavo Luis Carrera, president, Venezuelan National Open University

The "International Conference on Teacher Training Through the Use of Distance Education and Educational Technology" (Venezuela 98) took place at Margarita Island, Venezuela, June 1-3, 1998. The meeting opened with addresses by the Venezuelan Ministry of Education, the president of the Venezuelan National Open University, and the president of CREAD.

#### General conclusions:

- Need to establish a new paradigm for teacher training which needs to include the following elements:
- Prepare teachers for change
- Provide training in the use of new information and computer technology
- Never lose sight of the socioeconomic and cultural context in which the teacher works
- Consider the technological infrastructure as a support mechanism and not as the end result of the process
- Necessity of building strategic (win-win) alliances
- Establish important strategic alliances with institutions, companies, and international organizations to rationalize the use of limited resources
- Access to financial international resources for training human resources in less-developed countries

#### Venezuela 98 at a glance:

Number of participants: 330  
Participating countries: fourteen (Argentina, Brazil, Colombia, Costa Rica, Ecuador, Dominican Republic, Honduras, Mexico, Peru, Puerto Rico, Trinidad and

Tobago, Venezuela, Uruguay, and USA)  
Number of papers presented: seventy-eight (forty-eight included in the published conference book)  
Keynote addresses: eight  
Keynote speakers:  
Miguel Casas Armengol, National Open University, Venezuela  
Michael Jensen, Michigan State University, USA  
Henry Johnson, Penn State, USA  
Miguel Ramón Martínez, Colombian Institute for the Advancement of Higher Education, ICFES, Colombia  
Tulio Gontijo Rocha, Secretariat of Science of Technology of the State of Rio de Janeiro, Brazil  
Manuel Moreno Castañeda, University of Guadalajara, Mexico  
Enrique Ravelo, National Pedagogical University, Venezuela  
Dora Estela Rodríguez, Technological Institute of Monterrey, Mexico

### COLOMBIA 98

"International Distance Education Conference: The Educational Solution for the Twenty-first Century" took place June 3-5, 1998, at the Convention Center of Cartagena de Indias.



Dr. Celedonio Ramírez, President of CREAD

#### Objectives:

- To conceptualize distance education as an integral part of the globalization process occurring now at the end of the twentieth century
- To exchange information and knowledge about theory and practice to instigate wise policymaking
- To analyze additional ways to facilitate national and international interinstitutional cooperation

#### Themes:

- Management of distance education programs

- Research to produce knowledge and to train persons
- Necessity of lifelong education
- International cooperation as a strategic necessity

#### International keynoters:

Ricardo Contreras (*Technological Institute of Monterrey, Mexico*)  
Henry Johnson (*Penn State, USA*)  
Mario Quintanilla (*Chile*)  
Francois Marchessou (*Université de Poitiers, France*)  
Walter Perry (*The Open University, United Kingdom*)  
Celedonio Ramírez (*President of CREAD, Open University, Costa Rica*)  
Armando Villarroel (*CREAD Executive Director*)

#### Colombian keynoters:

Luis Carlos Muñoz Uribe (*Director General, Colombian Institute for the Advancement of Higher Education - ICFES*)  
Jaime Niño Diez (*Minister of Education*)  
Miguel A. Ramón Martínez (*Colombian Institute for the Advancement of Higher Education-ICFES*)  
Roberto Salazar Ramos (*Vice President, National Distance and Open University - UNAD*)

#### Conclusions:

- More and more distance education is being accepted as a valid educational alternative.
- The advancements of educational technology provide many possibilities for distance education.
- Lifelong education is an absolute necessity in both developed and developing countries.
- Curriculum and instructional design are the educational base of most programs.

#### Recommendations:

- It is imperative that opportunities for the discussion and analysis of the fast-paced educational developments in distance, such as this conference, continue to be provided.
- It is necessary to continue to facilitate the operation of alliances among institutions. These alliances should put emphasis on research, training, and management of programs and information.

(Continued on Page 7)

## NEWS FROM THE CREAD INSTITUTIONAL MEMBERS

### CREAD ASSISTS THE AUTONOMOUS UNIVERSITY OF THE STATE OF MEXICO



CREAD President, Dr. Celedonio Ramirez at the Autonomous University of the State of Mexico, delivers the keynote address.

### WORKSHOP IN OAXTEPEC

The Autonomous University of the State of Mexico (UAEM), a CREAD institutional member, requested assistance

from the consortium to organize two recent professional activities.

March 26-28, 1998, UAEM held a workshop in the town of Oaxtepec, State of Morelos, to analyze how distance education could most effectively be introduced into the university system. Sixty key university leaders, including President Uriel Galicia Hernández, participated in this event.

Each morning plenary conferences were conducted by Maestro Manuel Moreno Castañeda, CREAD vice president for Mexico, and Dr. Armando Villarroel, CREAD executive director. Each afternoon, the UAEM leaders participated in a strategic planning exercise led by Maestra Stella Delolme from UNED, Costa Rica.

An evaluation by the UAEM participants indicates that it was considered useful in achieving its primary goal, planning of future activities by the university.

### INTERNATIONAL CONFERENCE

July 8-10, 1998, UAEM, assisted by CREAD, organized an international

conference, "Distance Education Challenges Related to the New Socioeconomic Tendencies." Conference participants engaged in discussions of recent trends of distance education and how to apply this knowledge in Mexico and Latin America.

The conference was a source of wide support for present and future distance education programs. Twenty-two institutions participated. Keynote speakers included: Dr. Celedonio Ramirez, president of CREAD; Maestro Manuel Moreno Castañeda, vice president of CREAD for Mexico; Dr. Armando Villarroel, executive director of CREAD; Dr. Miguel Casas Armengol, ex president of the Venezuelan Open University; Dr. Fabio Chacón, of the Venezuelan petroleum industry; Dr. Lorenzo García Aretio, director of RIED, Spanish Open University; Dr. Greville Rumble, of the British Open University; and Maestro Rodrigo Barrantes, of the Open University of Costa Rica.

## CANADA 99



### MARK YOUR CALENDAR!

#### 1999 CREAD CONFERENCE

#### VANCOUVER, BRITISH COLUMBIA, CANADA

SEPTEMBER 21-23, 1999

The Inter-American Distance Education Consortium (CREAD) and Distance Education and Technology, The University of British Columbia, are planning a conference in beautiful downtown Vancouver to help foster self-sustaining collaboration in distance education between Canadian and Latin American universities. The conference will also commemorate the fiftieth anniversary of UBC's first distance education program.

The focus of the conference is developing working partnerships. Problems, methods, and successful

solutions will be explored, based on examples of current collaborative projects. Abstracts featuring successful efforts to foster regional development on topics such as health, economics, and the environment will be evaluated in terms of their impact on lifelong learning, professional development, and teacher training.

The conference will be of particular interest to delegates from Latin America and Canada, as well as others working internationally in the distance education field. Key decision-makers in public and private institutions and their beneficiaries will find that many aspects of collaborative partnerships can pertain to both on- and off-campus teaching. Presentations will be delivered in three languages: English, Spanish, and French.

Registration fees are expected to be about \$300 US for CREAD members and \$350 US for non-CREAD members, not including travel and accommodations. A 10 percent discount will be given for early registration. A full three-day conference program and a choice of optional excursion packages to follow are under development. Please request your

copy of the program today.

If you wish to be on the e-mail distribution list to receive more information regarding this conference, please contact Heather Francis in Canada by e-mail: [heather.francis@ubc.ca](mailto:heather.francis@ubc.ca)

If you would like to submit an abstract for consideration, please send it to one of the following addresses:

*(Abstracts written in English or French)*

The University of British Columbia  
Distance Education and Technology  
Continuing Studies  
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Vancouver, BC V6T 1Z4 Canada  
Heather Francis  
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Attention: 1999 CREAD Conference

*(Abstracts written in Portuguese or Spanish)*

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## CONFERENCE ROUNDUP

(Continued from Page 5)

- Emphasize content related to instructional design and the use of available technology in the training programs for new distance education professionals.

### MERCOSUR/SUL 98

"We were all very pleased at the number and quality of papers presented during the 'Second Meeting of Distance Education of Mercosur/sul'-Argentina, Brazil, Chile, Paraguay, and Uruguay," said Norma Carosio, vice president of CREAD for the Southern Region. "This meeting is a clear indication of the growth of distance education in this part of the world."

Marlene Blois, vice president of CREAD for Brazil, said "We attained our principal objective, which was to disseminate information about the possibilities of this educational modality through the study and presentation of concrete projects."

Mercosur/sul 99 will take place in Chile September 30-October 2, 1999, at the Universidad de Los Lagos, in the southern Chile city of Osorno.

### A sampling of the opinions of participants of Mercosur/sul 98:

"I find that exchange through human communication is a very important element of a successful distance education program. In meetings such as Mercosur/sul 98, we are able to perceive how this type of education is inevitable nowadays. We are still consolidating our work, and, for these very reasons, a process of exchange with our colleagues is extremely useful and recommended."

—Azoilda Trindade,  
*Projeto Diálogo entre Povos,*  
Rio de Janeiro

"These three days have served to emphasize some important aspects of distance education, that can only be treated in events like this. We had more than 250 professionals exchanging information about their experiences. In this process, we were able to observe basic aspects of some institutions that were previously unknown to us."

—Josmar Giovannini,  
*VITEL Brazil Ltd. São Paulo*

"The different types of experiences represented at Mercosur/sul 98 provided very rich pedagogical and methodological

points of view. This exchange strengthens our daily resolve. Distance education has the ability to democratize the educational system."

—Bruno Cárdenas,  
*Universidad de Los Lagos, Osorno, Chile*

"In Argentina approximately 2.5 million persons in the 20 to 60 age group have not been able to obtain basic education. The reasons are the same as for Brazil and other countries. People cannot study or work due to socioeconomic limitations. In my country, the Ministry of Education has implemented a distance education program to help those who have not had access to basic education. We have established approximately 288 learning centers in twenty-two provinces."

—Marta Fierro,  
*Basic Education Project for Youth and Adults, Ministry of Education, Argentina*

## THE DEMOCRATIZATION OF KNOWLEDGE

### EXCERPT FROM THE EDITORIAL OF THE NEWSPAPER O POVO OF FORTALEZA, CEARA, BRAZIL (AUGUST 21, 1998)

After three days of an intense exchange of experiences, Mercosur/sul 98 was officially over. The impact and the dialogue are far from ending. This conference was sponsored by the Inter-American Distance Education Consortium (CREAD), the Demócrito Rocha Foundation, the Distance Education Program of the Federal University of Rio de Janeiro (UFRJ), and the Argentine Technological Institute for Agriculture (INTA). Delegates from several Latin American, North American, and European countries met in Fortaleza.

During this second meeting, O Povo was able to collect more precise information for the justification of this new mode of offering education. Additionally, it was clearly ascertained that distance education is a viable mechanism for students to gain access to quality education. This is particularly important now as demand for knowledge is great, and it is growing at a fast pace. Renowned experts like Celedonio Ramírez, president of CREAD and president of the State University at a

Distance of Costa Rica; Gary Miller, associate vice president for Distance Education of Penn State; Armando Villarroel, executive director of CREAD; and Marlene Blois, vice president of CREAD for Brazil, among others, unanimously lauded the importance of distance education.

Not too long ago, the historical development of education rested on two basic premises: (1) there was a limited amount of knowledge that could be taught and learned and (2) there was a limited number of persons who needed to be taught. Today, however, these premises have been effectively challenged by the technological and scientific revolution. This revolution is producing knowledge at an ever-increasing pace while creating a constant need to have permanent -and lifelong-access to this knowledge. For these reasons, those who do not obtain proper access to information are placed at a very disadvantageous position.

# INTERNATIONAL CONFERENCE ON TECHNOLOGY AND DISTANCE EDUCATION

“Building Bridges Through  
Technology and Distance  
Education”

Fort Lauderdale, Florida–USA  
June 10–12, 1999



## Organized by



Nova Southeastern  
University



**C.R.E.A.D.**  
(Inter-American Distance  
Education Consortium)

## Sponsored by

- Universidad Nacional Abierta - UNA  
(Venezuela)
- Universidad Estatal a Distancia - UNED  
(Costa Rica)
- Association for Educational Communica-  
tions and Technology - ACET  
(United States)

## Themes

- Exemplary Projects
- New Technologies
- International Collaborations
- Research & Evaluation in  
Distance Education
- Curriculum Development and  
Instructional Design

## Keynote Speakers

- Dr. Gustavo Luis Carrera, President,  
Universidad Nacional Abierta, Venezuela
- Dr. Sue Maes, President, (UCEA) University  
Continuing Education Association, USA
- Ing. Yolanda Martínez de Hernández, Director  
of Administration, Virtual University, Institute  
of Technology of Monterrey, Mexico
- Dr. Arnaldo Niskier, President, Brazilian  
Academy of Letters, Brazil
- Dr. Ross Paul, President, University of  
Windsor, Canada

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## CREAD PORTFOLIO

The following pages are a selection of CREAD institutional members' programs and courses. For information, contact the CREAD executive office.

### CANADA

#### UNIVERSITY OF WATERLOO WATERLOO, ONTARIO

University of  
**Waterloo**



#### CERTIFICATES AND DIPLOMAS FOR CREAD MEMBERS

All courses required for these designations are available by distance education from the University of Waterloo. In a few cases the courses are available on the Web; other courses consist of print with lectures on audiotape, video, and other material as appropriate. All courses are for degree credit; however, the designations may be awarded to students registered on a nondegree basis. Detailed course descriptions appear on our Web site: Hyperlink <http://dce.uwaterloo.ca>  
<http://dce.uwaterloo.ca>

##### **Certificate in General Social Work**

Includes Psychology (one course), Sociology (one course), Social Work (eight courses)

##### **Certificate/Diploma in Social Work and Child Abuse**

The courses required for the Certificate in General Social Work, plus an additional five courses as follows: Social Work (three courses), Psychology (one course), and Sociology (one course).

##### **Certificate/Diploma in Earth Science, Hydrology, and Hydrogeology**

Six courses in Earth Sciences (two Introduction to Earth Sciences, Geochemistry 1 and 2, Hydrology, Physical Hydrogeology, and Chemical Hydrogeology), plus Computer Science and three other courses

##### **Certificate in Economics and Administration**

Introduction to Academic Writing (English 109), plus five economics courses, plus Introduction to Computer Usage

##### **Certificate in Environmental Studies Four Environmental Studies courses**

(Introduction to Environmental Studies, Research Methods, Field Ecology, Environmental Economics), plus a Geography course in Cartography and Remote Sensing, plus Introduction to Computer Usage

##### **Certificate in Management Studies**

Accounting (one course), Computer Science (one to two courses), Economics (one to two courses), Personnel Psychology and Social Psychology, plus a statistics course

##### **Certificate in Human Resource Management**

Computer Science, Accounting, appropriate Psychology courses, Economics, Statistics, Introduction to Academic Writing

##### **Certificate in Canadian Studies**

Economics (2 courses), Political Science (1 course), Introduction to Academic Writing, Canadian Studies (5-6 courses)

##### **Certificate in Social Sciences**

Ten courses in Psychology, Sociology, Economics, Introduction to Academic Writing

##### **Certificate in Religious Studies**

Students select ten courses in Religious Studies and in Studies in Personality and Religion

## UNIVERSITY OF WATERLOO AND IBM

#### THE CERTIFIED VISUAL AGE FOR C++

Object-Oriented Associate Developer Program

Participate in an interesting and profitable alliance in cooperation with IBM Canada Ltd., the University of Waterloo has created a course for

software professionals and university students designed to teach VisualAge for C++ Object-Oriented programming and prepare them for the formal IBM certification test. The course consists of forty hours of instruction, labs, and hands-on tutorials. Successful completion of the test qualifies participants for the Associate Developer designation. Although the course is intended to be taught in a classroom mode, all the course materials are on the Web.

Waterloo and IBM are making it possible for you to offer this attractive program at your institution. In addition to generating revenue for your program, you can establish a valuable partnership with IBM.

IBM's VisualAge for C++ is an environment that combines visual programming with innovative professional development tools and a comprehensive set of object building blocks in the IBM Open Class Library. The Associate Developer certification is designed for professionals who are in the business of providing product specific, object-oriented application development services.

We are confident there is a large market for this program. The course package and the certification test are available from Waterloo and IBM to a number of postsecondary institutions on a license basis. Institutions participating in this project receive a complete curriculum, including a detailed course outline, lecture outlines with detailed notes and tutorials, and on-line support for course instructors.

The license fee of \$8,500 US plus a royalty (to cover maintenance and upgrades) allows an institution the rights to offer the course over a three-year period.

A preview of the course appears at <http://watserv1.uwaterloo.ca:80/~lgrichar/visualage/>

## DOMINICAN REPUBLIC



### CENTROS APEC DE EDUCACIÓN A DISTANCIA (CENAPEC)

CENAPEC is a nonprofit educational organization founded in 1972. Its initiation was promoted by Acción Pro-Educación y Cultura, Inc. (APEC), an important educational organization of the Dominican Republic which is supported by local businesses and has been in operation for more than thirty years.

The main mission of CENAPEC is to provide access to low-cost education. The last grade of primary education and high school can be taken at a distance. Additional short continuing education courses are also offered on the following topics:

- The DOS computing operational system
- Windows 95
- Microsoft Office 97 (Word, Excel, PowerPoint)
- Basic Electronics Technician
- Digital Electronics Technician
- Administration of Small Companies
- Installation of Novell networks
- Network administration

- Computerized accounting-DacEasy
- Writing and grammar

All courses offered by CENAPEC are fully recognized by the Ministry of Education of the Dominican Republic.

## UNITED STATES OF AMERICA

### STILLWATER, OKLAHOMA



### THE OSU M.S. DEGREE IN TELECOMMUNICATIONS MANAGEMENT

In response to industry's need for skilled and knowledgeable telecommunications management graduates, Oklahoma State University (OSU) now offers a Master of Science in Telecommunications Management (MSTM) degree, offered not only through traditional means to on-campus students, but also via distance learning technologies to students at remote locations. The Telecommunications Management Program is interdisciplinary and draws upon three OSU colleges: the College of Business Administration, the College of Arts and Sciences, and the College of Engineering. As a result, the MSTM student has a

traditional home department to achieve a depth of knowledge in one discipline, while developing broad knowledge in business, technical, and communication disciplines.

The program curriculum consists of 33 credit hours, including seven core courses, one laboratory, one practicum, and three electives. Students may choose electives from two tracks. Track one is the technical track consisting of computer science, electrical engineering, or management science and information systems courses. Track two is the management/mass communications track consisting of management, decision analysis, or mass communications courses.

The program currently has 224 students in the program with 68 percent of whom are male and 32 percent of whom are female. There are twenty-eight (18 percent) students in the program from other countries. Twenty-three percent of the students are in the program on a full-time basis and 77 percent are part-time students. Full-time students can complete the program in four semesters while part-time students may be able to complete it in two years.

The OSU MSTM program would be interested in collaboration with Latin American universities in such areas as joint research, visiting professorships, international experiences, and internships for students, etc.

## BRIEF BACKGROUND ON CREAD

CREAD was founded in 1990 at the International Council for Distance Education World Conference in Caracas, Venezuela. The seminal idea for a consortium of this type came from the Télé-université in Canada and the Universidad Nacional de Mar del Plata in Argentina. It operated with the financial and logistical support of three agencies: the Canadian International Development Agency (CIDA), the Organization of American States (OAS), and the Inter-American Organization for Higher Education (IOHE). From 1990 to 1993, IOHE acted as the administrator and prime mover of the consortium, and CREAD prepared to become a self-supporting, independent organization. In 1994, CREAD became an independent consortium with executive offices at Penn State.

## MERCOSUR/SUL 99

### THIRD DISTANCE EDUCATION CONFERENCE OF MERCOSUR/ SUL



**C.R.E.A.D.**



**SEPTEMBER 30-OCTOBER 2, 1999**

**OSORNO, CHILE**

The Mercosur/sul 99 conference theme is "From the book to the satellite: a contribution to the equity and quality of education in the third millennium." The conference will take place in the city of Osorno, Chile, organized by The CREAD Vice Presidencies of the Southern Cone and Brazil and the Universidad de Los Lagos.

The Universidad de Los Lagos is a young state institution of higher education with strong regional ties. It has campuses in the cities of Osorno, Puerto Montt, and Coyhaique. The university has formally pledged to meet the challenges impeding improvement in quality while increasing equity in education. The majority of its students work. These youths come from the lowest socioeconomic levels of the population. Courses are delivered primarily in the south of Chile but are offered all over in Chile and also in Peru and Ecuador.

Distance education must become a stronger and more efficient tool to educate sectors of the population that traditionally have been marginalized. At the same time, its development depends on optimal uses of new technologies. From a methodological perspective, the Universidad de Los Lagos is undertaking great efforts to provide this alternative mode of education. Their primary goal is to make socially feasible what has been affective in developed countries.

The purpose of the third Mercosur/sul Distance Education Conference is to stimulate educational development. The conference will make a concrete contribution to educational reform and its plans of improvement of the quality and equity of higher education. At the same time, it provides great opportunities for exchanging experiences. We are confident that it will propitiate exchange between specialists of neighboring countries that make up Mercosur/sul. The conference welcomes presentation and discussion of many problems and themes related to distance education. We expect papers on political, normative, economic, and social contexts. Special interest groups will be formed for treatment of aspects such as: distance education for the formation of health, rural development, training for the implementation of new technologies, and the role of modes of communication in distance education, among others.

The conference will be enriched by representatives of public government agencies and the private business sectors, especially those associated with telecommunications and information.

Mercosur/sul 98 will build on the very successful two experiences of the previous regional meetings which took place in the Cataratas del Iguazú (Argentina) and Fortaleza (Brazil).

The event will be held under the auspices of the Red de Universidades Regionales (UREL). An entity dedicated to university education across the regions of the continent, UREL recognizes distance education as one of the major agents of importance in what education should be in the next millennium.

Osorno is located 950 kilometers south of the capital, Santiago de Chile. It is an area of great beauty and an important reserve of renewable natural resources. The distinguished landscape contains innumerable lakes, rivers, inactive volcanoes, canals, and fjords and constitutes most of the national parks and reserves of the country. Its principal economic activities are cattle herding, silver mining, and aquatic agriculture.

La Universidad de Los Lagos and the Vice Presidencies of CREAD for the Southern Cone and Brazil cordially invite you to be part of this important event in the education and the integration of Latin America.

#### **For more information, please contact:**

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E-mail: mmblois@cfch.ufrj.br

#### **NATIONAL COMMISSION ON UNIVERSITY DISTANCE EDUCATION TO MEET**

The first meeting of University Distance Education took place in Nicaragua in June 1998, with the participation of several private and state universities that already have in place or are planning distance education programs.

During that meeting, a National Commission on University Distance Education was formed. Its Provisional Executive Committee is headed by Ing. Telémaco Talavera of the Universidad Agraria (UNA) and its vice president is Msc. Silvia Villagra of Universidad Nacional Autónoma de Nicaragua (UNAN). The second meeting is scheduled for next year. In the next issue of the CREAD newsletter, the program, place, and dates will be indicated. For more information contact: villagra@nicararao.org.ni

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## NEW CREAD VICE PRESIDENTS

In order to facilitate administrative continuity for the consortium, our bylaws provide for the annual renewal of only three of the nine regional vice presidents. Every midyear the executive director notifies regional institutional members that a vacancy exists and requests candidates. The terms of the vice presidents representing the Andean Region, Mexico, and the United States expire at this month's end. All regional members were consulted, and these are the new regional vice presidents for the next three years: (Andean Region) Dr. Omayra Parra de Marroquín, director, Distance University Center, Pontificia Universidad Javeriana, Santafé de Bogotá, Colombia; (Mexico) Lic. Patricia Avila Muñoz, director of Research, Latin American Institute for Educational Communication -ILCE, Mexico, DF, Mexico; (USA) Dr. Abbey Manburg, dean for Latin American

Programs, Nova Southeastern University, Fort Lauderdale, Florida, USA.

The new vice presidents respectively replace: (Andean Region) Dr. Jean Michel Chaupart, Universidad Industrial de Santander, Bucaramanga, Colombia; (Mexico) Maestro Manuel Moreno Castañeda, director of Open and Distance Education, Universidad de Guadalajara, Guadalajara, Mexico; (USA) Dr. James P. Pappas, vice provost for Outreach and Distance Education, University of Oklahoma, Norman, Oklahoma, USA. CREAD would like to thank the outgoing vice presidents for their hard work and dedication to the consortium and welcome the newcomers to the board of directors.

## Education and Technology II: Exploring Ethical Issues and Interactions

The Penn Stater Conference Center Hotel  
September 16-18, 1999  
an outreach program of the College of the Liberal Arts

### Who Should Attend?

- K-12, vocational/technical, and college faculty
- educational policy makers
- educational administrators
- educational journalists
- the engaged public

### Where Do We Go from Here?

This conference aims to carry forward the tradition of critical reflection on education and technology brought to Penn State in September 1997 by Henry Johnson's conference on "Education and Technology: Asking the Right Questions."

To obtain a brochure, please call 1-800-PSU-TODAY (778-8632) or visit our WWW site:  
[www.outreach.psu.edu/C&I/Education&Technology/](http://www.outreach.psu.edu/C&I/Education&Technology/)

COLLEGE  
OF THE  
LIBERAL  
ARTS

PENNSTATE  
 University  
Park

*"Prepare them to live in technology and at the  
same time against technology ... to develop a  
critical awareness of the modern world."*

*—Jacques Ellul*

## CREAD BOARD OF DIRECTORS

### PRESIDENT

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From left to right: Manuel Moreno Castañeda, Alejandro Rada, Celedonio Ramírez, Armando Villarroel, Aída Midence López, Gabriel Zambrano Chaparro, Patricia A. Book, Jean Michel Chaupart. Not included in picture: Dominique Abrioux, Marlene Blois, Norma L. Carosio, James P. Pappas.

### EXECUTIVE DIRECTOR

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E-mail: rpaul@uwindsor.ca

## UPCOMING CONFERENCES AND MEETINGS

### 1998 ANNUAL CONFERENCE OF THE ASIAN ASSOCIATION OF OPEN UNIVERSITIES (AAOU)

The Asian Distance Learner  
November 4-6, 1998  
Homantin, Kowloon, Hong Kong.

#### FOR MORE INFORMATION, CONTACT:

Professor T. M. Wong  
Secretary, AAOU Conference Committee  
The Open University of Hong Kong  
30 Good Shephard Street, Room A0912  
Homantin, Kowloon, Hong Kong  
Telephone: +852-2768-6800  
Fax: +852-2789-1170  
E-mail: unwong@ouhk.edu.hk  
Web: <http://www.ouhk.edu.hk/~etpwww/AAOU98.htm>

### TWENTY-FIRST CONFERENCE ON MANAGEMENT AND EXECUTIVE DEVELOPMENT PROGRAMS

November 21-24, 1998  
Westin Innisbrook Resort  
Tarpon Springs, Florida

#### FOR MORE INFORMATION, CONTACT:

Twenty-first Conference  
ProEd Corporation  
1730 Stickney Point Road  
Sarasota FL 34231-8845  
Telephone: 941-921-5455  
Fax: 941-923-2374  
E-mail: proed@gate.net

### THE GLOBAL MEETING OF GENERATIONS

#### VISION AND ACTION FOR EQUITABLE DEVELOPMENT IN THE 21ST CENTURY

January 13-15, 1999  
Washington, D.C., USA

#### FOR MORE INFORMATION, CONTACT:

The Global Meeting of Generations  
c/o International Development Conference  
1875 Connecticut Avenue, N.W., Suite 720  
Washington, D.C. 20009-5728 USA  
Telephone: 202-884-8580  
Fax: 202-884-8499  
E-mail: [ide@idec.org](mailto:ide@idec.org)  
Web: [www.idec.org/gmg](http://www.idec.org/gmg)

### TWENTY-FIRST ANNUAL PACIFIC TELECOMMUNICATIONS CONFERENCE

January 17-20, 1999  
Honolulu, Hawaii, USA

#### FOR MORE INFORMATION, CONTACT:

2454 S. Beretania Street, Suite 302  
Honolulu, Hawaii 96826, USA  
Telephone: 808-941-3789  
Fax: 808-944-4784  
E-mail: [ptc99@ptc.org](mailto:ptc99@ptc.org)  
Web: <http://www.ptc.org>

### FIFTH CONFERENCE OF V INQAHE

#### A FRAMEWORK FOR QUALITY: EVALUATING EVALUATION

May 2-5, 1999  
Santiago, Chile

#### FOR MORE INFORMATION, CONTACT:

V Inqahe Conference Secretariat  
Cerro Colorado 5030, office 212  
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Santiago, Chile  
Telephone: +56-2-362-0823  
Fax: +56-2-362-0826  
E-mail: [turrevent@reuna.cl](mailto:turrevent@reuna.cl)  
Web: [www.cse.cl](http://www.cse.cl)

### APPROPRIATE EDUCATIONAL TECHNOLOGY AT THE BEGINNING OF THE MILLENNIUM: STUDY, WORK, AND RESEARCH

May 1999  
Buenos Aires, Argentina

#### FOR MORE INFORMATION, CONTACT:

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Fax: +54-1-805-4774  
E-mail: [postmaster@cedima.edu.ar](mailto:postmaster@cedima.edu.ar)  
Web: <http://www.ftarg.com/cediproec>

### IV TALLER INTERNACIONAL DE EDUCACION A DISTANCIA

May 17-21, 1999  
La Habana, Cuba

#### FOR MORE INFORMATION, CONTACT:

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### NINETEENTH WORLD CONFERENCE ON OPEN LEARNING AND DISTANCE EDUCATION

#### THE NEW EDUCATIONAL FRONTIER: TEACHING AND LEARNING IN A NETWORKED WORLD

June 20-24, 1999  
Vienna, Austria

#### FOR MORE INFORMATION, CONTACT:

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Fax: +47-22-95-07-19  
E-mail: [icde@icde.no](mailto:icde@icde.no)  
Web: <http://www.icde.org>

### SECOND INSTITUTE FOR LEADERSHIP IN DISTANCE EDUCATION

July 25-29, 1999  
The Penn Stater Conference Center Hotel  
State College, Pennsylvania, USA

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### THE ELEVENTH BIENNIAL CONGRESS OF THE IOHE

Academic Mobility and the College of the Americas in the Context of Continental Integration  
October 10-14, 1999  
Quebec City, Canada

#### FOR MORE INFORMATION, CONTACT:

Inter-American Organization for Higher Education  
2954, boul. Laurier, bureau 090  
Sainte-Foy, Québec Canada G1V 4T2  
Telephone: 418-650-1515  
Fax: 418-650-1519  
E-mail: [secretariat@oui-iohe.qc.ca](mailto:secretariat@oui-iohe.qc.ca)  
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Sainte-Foy, Québec Canada G1V 4T2  
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Please indicate membership and program registration choices. This form may be copied for additional registrations. Please print in ink or type and return to the CREAD Executive Office.

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(city)	(state)	(zip code)	(country)
Business phone	Home phone	Fax	
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**Membership is on a calendar-year basis and for one year. Payments received after October 31 in any year will be processed for the subsequent year.**

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Initiation fee (a one-time fee paid in addition to the annual fee)	\$600 (USD)		_____
Annual fee, 1999	\$400 (USD)		_____
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Initiation fee (a one-time fee paid in addition to the annual fee)	\$60 (USD)		_____
Annual fee, 1999	\$40 (USD)		_____
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- Enclosed is a check for \$ \_\_\_\_\_, payable to CREAD.
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 Account Number: 82-25310  
 Bank Routing Number: 031000037
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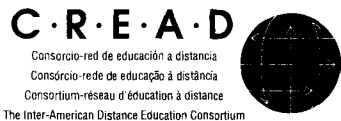
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UNIVERSITY PARK PA 16802-3601 USA



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## MEMBERSHIP INFORMATION

CREAD is currently accepting new individual and institutional members.

Features of membership include:

### TRAINING SEMINARS AND WORKSHOPS

- eligibility of institutional members to host CREAD training seminars and workshops
- discounts on seminar and workshop fees
- priority acceptance to seminars and workshops
- invitations to exclusive training seminars and workshops restricted to members only

### PARTNERSHIPS IN COOPERATIVE ACTIVITIES

- access to a network of international collaboration through cooperative projects
- timely information about new offerings and opportunities

### INFORMATION SERVICES

- on-line services
- regularly scheduled newsletter

### INVITATION TO CREAD INTER-AMERICAN CONFERENCES

- eligibility to host or serve as members of the organizing committees of the CREAD inter-American conferences—offered only to institutional and individual members

### ASSISTANCE IN THE MARKETING OF EXISTING COURSES AND PRODUCTS

- inclusion in CREAD publications
- international exposure

### MULTILINGUAL COMMUNICATION

- access to translated materials

### EXTRA BENEFITS, DESIGNED ESPECIALLY FOR INDIVIDUAL MEMBERS

- access by Internet to conference papers
- timely professional information via the Web
- assistance for professional placement during sabbatical and short training stays
- inclusion of personal résumé in the CREAD Directory and Human Resource Databank