



BEACON

25216 Pelican Creek Circle #103, Bonita Springs, FL 34134
(239) 947-8085 • www.accbd.org

Vol. 13 • No. 3 Fall 2011 • Beth Hagan, Ph.D., Editor

CONFERENCE PROPOSAL DEADLINE is OCTOBER 15!

12 Annual International Conference Pathways to Completion Philadelphia March 2 - 4, 2012

The 12 Annual International Conference, Pathways to Completion, will be held from March 2 to March 4, 2012, in Philadelphia, Pennsylvania.

Presentation Proposal Deadline: October 15, 2011.

The conference hotel is the Philadelphia Marriott Downtown. <http://www.marriott.com/hotels/travel/phldt-philadelphia-marriott-downtown/>

Philadelphia, a dynamic place where big city excitement meets hometown charm, awaits your arrival. Famous as the birthplace of life, liberty and the pursuit of happiness, the cradle of liberty offers much more than cobblestone streets and historical landmarks. Cultural, culinary, artistic and ethnic treasures abound in this city and its surrounding countryside. The fifth-largest city in the country, Philadelphia is a welcoming place, a city based on freedom of expression.

New and one-of-a-kind attractions, a wealth of art and culture, renowned performing arts companies, awe-inspiring architecture, a walkable downtown, seemingly endless shopping (with no tax on clothes) and a restaurant renaissance that has caught the world's attention all promise to create an unforgettable Philadelphia experience.

And, of course, the greatest concentration of American history can be found just blocks away at Independence National Historical Park, including the Liberty Bell and Independence Hall.

Best of all, Philadelphia's compact downtown places all of this and so much more within a short walk or cab ride from

the Pennsylvania Convention Center and any downtown hotel.

The cut-off date for accepting reservations into the conference block is Friday, February 10, 2012. Reservation requests received after this date will be accepted at the hotel's prevailing rate based on availability. The hotel will allow name changes without penalty.

Single/Double: \$199. This special rate will be offered three (3) days prior and three (3) days after the meeting dates of March 4 - March 7, 2012, subject to availability of rooms at time of reservation. There are a limited number of guestrooms available at the discounted conference rate. Be sure to book your hotel reservation by Friday, February 10, 2012. After this date the conference rate will no longer be available.



Ron Baker

Ron Baker, a long-time friend of CCBA, recently announced his retirement from the Northwest Commission on Colleges and Universities. He has been a frequent presenter at CCBA conferences on topics such as accreditation considerations and intended and unintended institutional consequences in moving to the baccalaureate level. Most recently he identified and articulated essential principles of higher learning at the baccalaureate level as evidence of the credibility and validity of applied baccalaureate programs.

Although he is leaving full-time employment Ron plans to remain active in higher education. Recognized for his insights and engaging manner, he's in frequent demand as a speaker and consultant and plans to continue those activities in his retirement. We wish him well and look forward to his continued work with institutions as they continue to develop and implement effective community college baccalaureate programs that meet student, stakeholder, and societal needs.

NISOD

Learn why NISOD's annual International Conference on Teaching and Leadership Excellence has been the largest conference to focus on community colleges for the past five years. Register by May 1 to receive the early-bird discount! See you on May 27-30, 2012 in Austin, Texas! For more information, visit <http://www.nisod.org/conference>.

CCBA Distance Learning Alliance

The mission of the Community College Baccalaureate Association is to promote better access to the baccalaureate degree on community college campuses through a variety of models. One of these models is distance learning.

For that reason, and because of the widespread confusion and misconceptions about the quality of online universities, the CCBA Board of Directors has authorized the formation of a CCBA Distance Education Alliance.

The purpose of the alliance is to position CCBA as an information provider and endorser of a limited number of universities that provide access to baccalaureate degrees online. CCBA will work with the universities to help member colleges better understand this potential pathway to the baccalaureate degree.

The universities that are partnering with CCBA in the Distance Learning Alliance are:

American Public University

University of Maryland University College (UMUC)

Western Governors University (WGU)

University of Maryland University College (UMUC)

A leading provider of online education, University of Maryland University College (UMUC) is the largest public university in the United States and one of the 11 degree-granting institutions of the University System of Maryland. This global university specializes in high-quality academic programs tailored to working adults. UMUC has earned a worldwide reputation for excellence as a comprehensive virtual university and, through a combination of classroom and distance-learning formats, provides educational opportunities to more than 90,000 students. The university is proud to offer highly acclaimed faculty and world-class student services to educate students online, through Maryland, across the United States, and in 27 countries and territories



University of Maryland University College

around the world. UMUC offers a Community College Alliance program that provides a seamless transition from an associate's to a bachelor's degree for students from more than 70 community colleges nationwide, including all 16 Maryland community colleges. Community college transfer students can transfer up to 70 credits toward a UMUC bachelor's degree and take advantage of UMUC's enhanced virtual student services, online 24-hour library and technical assistance, and more to help support

student success. In addition to this seamless 2+2 transfer pathway, UMUC also offers renewable Community College Transfer Scholarships to those who qualify.

For higher education professionals, UMUC has a variety of master's and doctoral programs, including a Doctor of Management in

BSN ISSUES TO BE ADDRESSED AT CCBA CONFERENCE

One of the most challenging issues facing American health care is the shortage of nurses. This topic when combined with new requirements for BSN nurses raises some important issues. If you are interested in participating in a BSN Forum at the March conference, please email Beth Hagan at BHagan7@aol.com.

Community College Policy and Administration (DMCCPA). Designed to help faculty and administrators advance to leadership positions in today's community college environment, this hybrid program is available online with one- to two-day on-site residencies each semester. The DMCCPA program is led by Dr. Charlene Nunley, former president of Montgomery College and

renowned leader in community college policy and Dr. Patricia Keir, recently retired Chancellor of the Eastern Iowa Community College District who has been actively involved in national higher education issues. For information, visit www.umuc.edu.

Students from CCBA Member Colleges Receive Benefits at Western Governors University

Western Governors University (WGU) is a nonprofit, wholly online university with a mission to serve students who are unable to attend a campus-based degree program.



WGU offers bachelor's and master's degrees in education, information technology, business and health professions. WGU is regionally accredited by the Northwest Commission on Colleges and Universities. The WGU Teachers College is accredited by NCATE, the only exclusively online teacher education program to achieve this distinction. Graduates of the Teachers College are licensed in all 50 states and several US territories. WGU nursing programs are accredited by CCNE.

Students who transfer from a CCBA member college are entitled to the following financial benefits:

- Application fee waiver
- 5% discount on tuition
- Eligibility to apply for the Go Further with WGU scholarship, which is reserved for transfer students from partner colleges, and any other relevant scholarship available at WGU.

BA degree programs at WGU are available in the Teachers College. BS degrees are offered in the College of Business and the College of Information Technology. The College of Health Professions offers the RN to BSN and a BS degree in Health Informatics.

Terms begin on the first of each month and last six months. WGU undergraduate students are required to complete 12 competency units, CUs, (equal to a student credit hour), each term. Tuition is a flat fee for as many CUs as a student can complete in six months.

WGU offers generous transfer privileges to community college graduates. When you transfer to WGU with an associates degree students typically have completed the requirements to enter WGU with upper division standing.

WGU is a great fit for busy community college graduates. If your work, family and related obligations make attending a traditional college degree program consider an affordable, online degree program at WGU---a smarter way to learn.

Go to www.wgu.edu, or call 866-225-5948 and talk to an enrollment counselor. Students should be sure to mention that they are transferring from a CCBA partner college.

Michael Skolnik Selected for Sheffield Award

Michael Skolnik's article, "A look back at the decision on the transfer function at the founding of Ontario's colleges", has been selected for the Sheffield Award for the best article in the Canadian Journal of Higher Education during the past year.

Community College Journal of Research and Practice Is Now Under New Editorship!

New Editor:

Dr. Deborah L. Floyd, Florida Atlantic University
CCJRP@Fau.Edu
<http://www.tandfonline.com/UCJC>

The only community college journal that is international in scope and purpose, Community College Journal of Research and Practice is published twelve times per volume year. The journal is a multidisciplinary forum for researchers and practitioners in higher education and the behavioral and social sciences. It promotes an increased awareness of community college issues by providing an exchange of ideas, research, and empirically tested educational innovations. The journal has been published continuously for 35 years. Manuscripts are blind peer reviewed.

Dr. Floyd is a Professor of Higher Education Leadership in the Department of Educational Leadership and Research Methodology with Florida Atlantic University in Boca Raton, Florida where she teaches graduate students and directs doctoral dissertations. She is a former community college president, vice president and dean with service in Texas, Iowa, Virginia, Kentucky and Florida. Recent national awards include the Distinguished Service Award from the Council for the Study of Community Colleges and the Contributions to Knowledge Award from the Community College Baccalaureate Association.

She has served in numerous leadership roles with many professional organizations including the Board of Directors of the American Association of Community Colleges and a Senior Fellow with the Association of American Colleges and Universities. Dr. Floyd received her doctoral degree from Virginia Tech in 1979 and her masters and bachelors degrees from Texas A & M University-Commerce in 1975 and 1973 respectively.

Interested in Learning More? Want to Access New and Upcoming Articles from the Journal?

For more information; to read full article abstracts and see what others are reading; and to request a FREE sample copy, visit: <http://www.tandfonline.com/UCJC>

Online Best Practices Resources

Craig Gilman
American Public University System
cgilman@apus.edu

There may still be lingering debates within a few post-secondary educational institutions about whether online learning should play a role. In most cases, the debate has evolved into a discussion not of whether but of what role it should take and how to best provide support. Regardless of whether an institution decides to provide entire programs online or simply offer select courses, it is important for individual instructors, program directors and administrators to share a common, fundamental framework conducive to a positive online learning environment from which to build their online presence.

Community of Inquiry (COI) is one useful model for those who feel that a collaborative, constructionist approach works best in the online learning environment. COI is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding. The Community of Inquiry theoretical framework represents a process of creating a deep and meaningful learning experience through the development and interaction of three interdependent elements: social, cognitive and teaching presence.

(<http://communitiesofinquiry.com>)

A comprehensive instructional checklist is another model. A checklist helps a professor self-assess, provides structure and serves the program director as a basis for evaluation and continuous improvement. Use of a common set of classroom guidelines provides a standard, familiar classroom, especially in institutions where a variety of courses and programs are offered online.

Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM provides a rubric for the purpose of assessing the online classroom. Note, QM has recently formed a partnership with Blackboard. (<http://www.qmprogram.org>)

Finally, considering the recent evolution of online learning in higher education, many administrators, faculty and staff are finding themselves suddenly tasked with taking courses, if not entire programs, from the brick-and-mortar classroom to the virtual. An accessible, valid source of professional development is an essential resource for all faculty and staff. In order to provide quality choices, worthwhile resources must first be identified and then managed by those tasked with providing first-class educational opportunities to all students.

There are a number of professional associations that are providing professional development opportunities to meet this need. The American Association of Community Colleges and many of its affiliates are a good source of such professional development. Another is the Sloan Consortium, which describes itself as a consortium of individuals, institutions and organizations committed to quality online education. One benefit provided by Sloan-C is the extensive selection of peer-reviewed articles and other resources provided in their free downloads section under publications. (<http://sloanconsortium.org>)

Online is no longer “the future.” It is the present. Quality, online programs need to be an integral part if institutions of higher education are to serve today’s adult learners and tomorrow’s digital natives.

Community Involvement in Curriculum Changes

Midland College BAT-OM

Amme Cole, Jeff Crain

Midland College began a program for the BAT degree in 2005. The major of Organization Management had a curriculum that was much too weighted toward general business administration and also contained too many purely “academic” courses. As an applied degree, it was determined by Staff and Faculty that the curriculum must be changed to meet local employment demand.

How we went about getting the right changes: Using our base curriculum, we looked at courses and noted those that reflect business and not necessarily organizational management. The courses that were up for debate and consensus with our advisory board and community organization leaders were Accounting for Managers, Economics for Managers, Legal Issues for Managers, Statistics and Decision Making. These courses were to be reviewed with our advisory committee members and other leaders in personal meetings. The base curriculum was also missing key courses of Finance, Marketing, Operations; disciplines that every organization have.

Amme Cole has just joined our faculty and was given the assignment to design questionnaires and forms that would be used to interview leaders and managers from a variety of industries that included Manufacturing, Retail, Financial Services, Legal Services, Public Administration, Health Care, Oil and Gas and Banking. Jeff Crain began searching the web to find appropriate and comparable Applied Organizational management degree curriculums.

The meetings occurred during the summer and fall semesters. The consensus of the meetings led to more than the proposed courses

Board of Directors

Chairman

Dr. Kenneth P. Walker
District President
Edison State College

Officers

Vice Chairman

Dr. David Ross
President and CEO
Langara College

President

Dr. Roy Flores
Chancellor
Pima County Community College District

Treasurer

Dr. Linda Thor
Chancellor
Foothill-De Anza Community College District

Secretary

Dr. Roberta C. Teahen.
Associate Provost
Ferris State University

Board Members

Dr. Ali Esmaili
Dean of Baccalaureate Programs
South Texas College

Dr. Malcolm Grothe
Executive Dean
Technical and Workforce Education
South Seattle Community College

Michael G. Hansen
President
Michigan Community College Association

Jytte Mansfeld
Leder af Karrierecenter
Director of Career Centre & International Office
Niels Brock

Dr. Ronald Remington
Consultant

Michael L. Skolnik, Professor Emeritus
Department of Theory & Policy Studies
Ontario Institute for Studies in Education
of the University of Toronto (OISE/UT)

Dr. Roosevelt Williams
Association of Caribbean Tertiary Institutions, Inc.
University of the West Indies

Executive Director

Dr. Beth Hagan
239-947-8085
BHagan7@aol.com

for review being changed to elective courses. The results of these meetings were:

- Improve the content and practical application in our Communications course.
- Add to the content for the Decision Making course that included subjective areas of decision making. The course was previously 100% quantitative methods.
- Combine Economics for Managers and Statistics into one course and require a prerequisite Economics course OR make both of these courses separate elective courses and require a prerequisite Economics course. Both courses are now separate electives.

- Move the previously elective course for Leadership into the core required curriculum.
- Move the previously elective course for Mediation and Negotiation into the core required curriculum.
- Add Finance for Managers to the core required curriculum.
- Add Marketing for Managers to the core required curriculum.
- Add Operations Management to the core required curriculum.

Summary: The changes noted above were derived by business, not for profit and community based organizational leaders. The changes were officially implemented through the curriculum committee and will be represented in the new curriculum effective Fall 2011.

NONPROFIT ORG
U.S. POSTAGE
PAID
NAPLES, FL
PERMIT NO. 293

**COMMUNITY COLLEGE
BACCALAUREATE
ASSOCIATION BEACON**
25216 Pelican Creek Circle #103
Bonita Springs, FL 34134