



An International Organization for the
Community College Baccalaureate Degree

BEACON

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WHAT IS THE CCBA MISSION?

To promote better access to the baccalaureate degree on community college campuses, and to serve as a resource for information on various models for accomplishing this purpose.

Looking for back Issues of THE BEACON?
Find them at our website!
www.accbd.org

Sixth Annual International Conference **Build, Maintain, Enhance** **New Orleans** **March 17 - 19th, 2006**

Please join us for the Community College Baccalaureate Association's Sixth Annual Conference. We will meet in colorful, exciting New Orleans, the city of hot jazz and cool food. This year's theme, "Build, Maintain and Enhance" captures the spirit of those who strive to improve access to postsecondary education, using every model available. We will explore the methods, challenges and trends that are being used in community colleges throughout the world.



Community College Baccalaureate Association **Sixth Annual International Conference** **Call for Presentation Proposals**

Deadline: September 23, 2005

The CCBA is now accepting proposals for the Sixth Annual International Conference that will be held immediately before *Innovations 2006* in New Orleans from March 17 - 19, 2006. This year's theme, *Build, Maintain, Enhance*, places special emphasis upon the practical issues that impact community colleges who improve access to postsecondary education using traditional or innovative models. Models include University Centers, Distance Learning, 2 + 2 affiliations and the conferring of degrees by the community college itself. Proposals that highlight best practices and lessons learned are welcomed.



Additional information about the conference and proposal guidelines can be found at the Community College Baccalaureate Association website at www.accbd.org or by calling Beth Hagan, Ph.D., Executive Director at 239-947-8085.

Joint and Integrated Programs: Another Model of the Community College Baccalaureate?

Michael L. Skolnik

William G. Davis

**Chair in Community College Leadership
University of Toronto**

Besides the four models of community college involvement in the baccalaureate that Deborah Floyd, Ken Walker, and I discussed in *The Community College Baccalaureate: Emerging Trends & Policy Issues*, there is another type of program in which community colleges participate in educational initiatives that result in the attainment of the baccalaureate. This type of program has been referred to variously as collaborative, joint, or integrated. What I am referring to here are programs that are designed so that a student takes a pre-determined set of courses delivered by both a community college and a university for which he or she receives a baccalaureate from the university, and in many cases also an associate's degree, diploma or certificate from the community college. The variation in such arrangements is considerable. The student may spend alternate years in the community college and the university, or she may regularly attend classes in each institution on different days of the week, possibly even on the same day depending upon the distance between the two institutions. Faculty of the community college may travel to the university to do some of their teaching, and vice-versa

At one time, there was a tendency to refer to all such programs as "collaborative" programs. However, as community colleges and universities now collaborate on a wide range of initiatives, including traditional transfer arrangements, it is helpful to apply more specific terms to describe different types of collaboration. In some jurisdictions, distinctions have been made between the words integrated and joint (or conjoint) on the basis of whether the names of just one or of both collaborating institutions appears on the credential that the graduate receives.

I will use some examples from Ontario, Canada to illustrate some of the kinds of programs that involve the provision of courses by both community colleges and universities. I will conclude by addressing the issue of whether these programs constitute an additional model of the community college baccalaureate.

The Ontario College University Transfer Guide (OCUTG) has two categories under the broad heading of Collaborative Programs to describe the types of

programs to which I am referring. The OCUTG uses the terms, joint and integrated interchangeably. A joint/integrated program is defined as one "that integrates two or more distinct, approved "free-standing" programs in two or more institutions into one program for enrollment, curricula, examination, and administrative purposes...". Concurrent programs are "related programs offered by partnering institutions in both sectors, one leading to a diploma, the other to degree, which allow learners to pursue both credentials simultaneously."

Most programs to prepare registered nurses in Ontario now are of the joint/integrated type. Prior to 2001, there were two routes to becoming a nurse in Ontario. One could complete a nursing diploma program in one of 22 community colleges, or complete a baccalaureate in nursing in one of about a dozen universities. About 80 per cent of new nurses came from the diploma programs, but graduates of both programs wrote the same licensing examination. In 2000, the Nursing Act was changed to make the baccalaureate a requirement for new registrants as of 2005. Owing to concerns about costs, institutional disruption, labor relations issues, and possible shortages of nurses, the Government decided to rely primarily upon collaboration between community colleges and universities for the baccalaureate education of nurses, rather than moving all the community college programs into the universities. Through a mix of modest financial incentives and subtle coercion, the Government got all colleges to find university partners and negotiate arrangements for utilizing the resources of each institution in the baccalaureate education of nursing students. Most institutions opted for the joint/integrated model as defined above. One university chose to offer only its own Bachelor of Nursing program with no college partner, and one community college had to partner with a university from another province, because it was unable to reach an agreement with a local university. Recently, a second university pulled out of its partnership with a community college, but for now the joint program is still the predominant model for baccalaureate nursing education. A few institutional partnerships use a traditional 2 + 2 model, but there is such a high degree of integration of curriculum and planning between the community college and the university that these cases could also be seen as fitting the joint/integrated definition. All of the joint programs in nursing, including the ones that use a 2 + 2 model, have adopted the university admission requirements, which are more restrictive than the admis-

sion requirements in the former community college diploma programs.

As of mid June, 2005, the OCUTG listed six joint/integrated programs in areas other than nursing, and eighteen concurrent programs. The principal contribution of most of these programs is to make the applied, job oriented content of community college programs more accessible to university-bound students. For example, in the web site description of the joint program in journalism between the University of Toronto at Scarborough and Centennial College, it is stated that the program “combines solid academic education (U of T) with technical and practical journalism skills (Centennial College).” To enroll in this program, students apply to the University of Toronto and have to meet University of Toronto admission requirements, although there is a joint admissions committee for the program. Besides the University of Toronto degree, students may do additional courses and related activities at Centennial College to obtain a certificate or diploma from the College. Similar joint program arrangements exist between the University of Toronto at Mississauga and Sheridan College, one of which, the program in Art and Art History dating back to 1971, is the oldest program of this type in Ontario. In contrast, most of the others in this category are rather recent.

The concurrent program category is more heterogeneous than the joint/integrated one. In some of the concurrent programs, students from the community college may apply to the concurrent program after one or two years in the community college, but they would get only partial credit for their community college courses. In several of the concurrent programs, the main purpose of the agreement seems to be to enable university students to take job related courses at a community college in their third and fourth years. In some cases, the community college even agrees to reserve spaces for a certain number of upper division university students in one of its highly regarded certificate programs in career fields that have good job opportunities, and thus have very competitive admissions.

A particularly innovative new arrangement between sectors in Ontario is the University of Guelph-Humber. This is a new campus established jointly by the University of Guelph and Humber College Institute of Technology and Advanced Learning. The campus web site states that the programs aim to combine “the advanced theoretical education of the university with the professional knowledge

of a [community] college diploma”. These programs fit the joint/integrated definition except for the fact that in the same time that it takes the student to earn a University of Guelph degree, he or she also earns a Humber College diploma. Each Guelph-Humber program was designed from scratch by teams of faculty from the two institutions and went through the program approval process in each institution. As well, each course was designed specifically for its program, and for each course students receive credit from each institution. About half the courses in each program are taught by faculty from each institution. The first six programs to have started are: Business Administration, Computing, Early Childhood Education, Family and Community Social Services, Justice Studies and Police Foundations, and Media Studies. The last four programs are in areas where the University does not offer a major on its main campus. An examination of admission requirements at Guelph-Humber indicates that they are the same as the normal University of Guelph admission requirements,

“After all, if a university is willing to recognize community college courses for credit for its own students, then logically it should be willing to recognize these courses for transfer credit for community college students too.”

One way of looking at the programs that I have just been describing is that they enable Ontario universities to bring in the expertise of the colleges in applied and job related education for the benefit of the university students. The universities could, alternatively, simply let their students seek out opportunities for reverse transfer on their own after graduation. However, when the university enters into a collaborative arrangement with a college, this has several advantages

for the student. It saves the student the time and expense of searching for a complementary job oriented program after graduation; it ensures that the student will have access to a quality program in a community college; and it both enhances student learning and makes good use of the student’s time by providing an efficient meshing between the programs of the two institutions. This is, of course, exactly what community colleges have long been attempting to do for *their own* students in negotiating articulation agreements with universities, rather than leaving their students to search on their own for ways to advance their educational and career interests through subsequently attending a university after their studies in the community college.

Do joint, integrated, and concurrent programs constitute “a fifth” community college baccalaureate model? In *The Community College Baccalaureate*, we suggested two main purposes or goals of the community college baccalaureate: to improve access to the baccalaureate, and/or to offer a new type of baccalaureate education, one that

combines the traditional academic foundation of a baccalaureate with a more applied, workforce development orientation. Joint programs fit squarely within the latter idea of the community college baccalaureate. Indeed, they are the embodiment of that ideal. However, for the person who believes that the *sole* purpose of community college baccalaureate is to expand access to the baccalaureate for those who have historically been denied that access, most joint programs of the type that I have described here would not constitute another model of the community college baccalaureate.

The complete text of this article is available at www.accbd.org.

Thoughts on the Baccalaureate At The Community College

By Kenneth P. Walker

“Community colleges have become the single most important means for low-income and minority students to attain a baccalaureate degree. Policy makers, scholars, and college leaders have an obligation to work to remove the barriers for all of today’s community college students so they can continue their education beyond the associate degree if they desire. The authors discuss several alternatives to promote access to the baccalaureate degree, some of which are controversial, but all of which deserve consideration.” George R. Boggs, President, American Association of Community Colleges

The national crisis in higher education calls for creative solutions. Traditional thinking, based on past experiences, limited by turf protection and personal interests, does a disservice to the millions of students who will need a baccalaureate degree. It is time to rise above such thinking, and to develop innovative ways of solving the crisis of increasing demand, limited access and rising costs.

We cannot escape the fact that the needs of a technology-based society will drive major changes in higher education. And we cannot simply revise old strategies; we must create completely new ones.

In this environment, the competition for learners will be won by those colleges that are most successful at adapting to changes in the new society. To remain relevant in the 21st century, the community college must prepare to do things it has never done before, not simply continue to do the same things differently. We must rethink the reasons for our existence; the competition

and our attitude toward it; the complexity of the modern world that needs our services; the markets for our services, and the leadership which will determine the role of the community college in the new century.

In the next decade, American education will discover that the three C’s – collaboration, competition and cooperation – will become driving forces in the decision-making process.

While students are demanding increased degree opportunity, the cost of higher education is escalating more rapidly than the cost of living, and universities are elevating admission requirements and limiting enrollment. With relatively low tuition and fees and core values of open access, responsiveness to community needs, emphasis on teaching and learning, and student-centeredness, the community college is a logical and cost effective option for meeting the rising demand for the baccalaureate degree.

It is morally right because as a nation we believe in the worth and dignity of the individual; thus every individual should have the opportunity to achieve an educational level commensurate with his or her abilities, determination and desire.

The League for Innovation in the Community College Invites Applications and Nominations for the Position of President/CEO

The Board of Directors of the League for Innovation in the Community College invites applications and nominations for the position of President/CEO. The President is the chief executive officer and reports to a 20-member board of community college CEOs from the United States and Canada. Emphasis will be placed on a person with broad understanding and skills in defining the emerging role of community colleges through out the country and the world.

Hallmarks of the successful candidate will be scholarly vision, intellectual vigor, enthusiasm for excellence, commitment to the community college movement, and superior operational skills. Review of applications will commence on September 12 and continue through October 14, 2005.

For further details about the position, individuals are encouraged to review information provided at the following contact points:

- The League for Innovation in the Community College website www.league.org/president
- Advertisements provided in the *Chronicle of Higher Education*, *Community College Week*, *Community College Times*, *Diverse* (formerly *Black Issues*), and *Hispanic Outlook*.

Community College Baccalaureate Association Essay Contest

\$1,000 to the contest winner and an additional \$1,000 to the winner's community college!

The Community College Baccalaureate Association (CCBA) is sponsoring the fourth annual international essay contest to find out what students think about community colleges offering baccalaureate (four-year) college degrees on their campuses, the challenges of finding degree programs close to their homes and obstacles students must overcome in order to earn a baccalaureate degree.

Awards

\$1,000 and an all expense paid trip to the Sixth Annual Community College Baccalaureate Association Conference, Build, Maintain, Enhance New Orleans, March 17 – 19th, 2006 will be awarded to the individual with the winning essay. \$1,000 will also be awarded to the Student Government Association of the winner's college.

Essay Rules and Regulations

All essays must comply with the following contest rules:

- Each contestant may submit only one essay.
- No literary form other than an essay will be accepted for judging.
- Contestant must be currently enrolled in a community college.
- Essay must be typed using 12-point type.
- The essay text is limited to a maximum of 500 words and a minimum of 400.
- Essay must reflect the contestant's own research, writing and original thinking.
- Essay must have the following at the top of the first page submitted:
 - Essay title
 - Author's name, address, telephone number and email address
 - Community college name, address, telephone number
- Additional essay pages must have the author's name typed at the top right hand corner.
- Entries must be postmarked by December 1, 2005 or emailed by midnight of the same date to Dr. Beth Hagan, Community College Baccalaureate Association, P.O. Box 60210, Ft. Myers, FL 33906 or BHagan7@aol.com.
- Essays will become the property of the Community College Baccalaureate Association. The essays may be printed in educational publications and used in the future to promote the CCBA mission.

Essay Topics

Contestant must choose to write about one of the following three topics:

- "Why it's important for me to earn my Baccalaureate degree while I live at home."
- "Should my state offer 4-year degrees in our community colleges?"
- "Why I need easier access to a Baccalaureate degree."

Judging

Judging will take place in early January and the winner will be notified by February 1.

For more information about CCBA, visit our website at www.accbd.org. Questions? Call Sue 239-596-7990

MacEwan to Grant Degrees

Four-year bachelor programs to be offered next year if province finds funds

Grant MacEwan College, Edmonton, hopes to begin offering eight Bachelor of Arts degrees and a degree in child and youth care, in September 2006. The four-year degrees will be offered to student who are majoring in anthropology, economics, English, history, philosophy, political science, psychology and sociology. The college is waiting for approximately \$8 million in one-time government funding to establish the programs and an additional \$11 million each year to support the programs.

A survey conducted last year by the college's students' association determined that 75% of former university transfer student said they would have preferred to finish their undergrad degrees at the college.

Have you heard of

The Community College Business Officers Organization



The Community College Business Officers Organization is committed to representing the business operations of community colleges that support every aspect of the education of traditional and non-traditional students, and are active partners in their communities. As such CCBO members serve as stewards of this critical element of any democratic society, often serving students among underserved populations. CCBO members insure that revenue used in behalf of their mission is maximized in its influence and effect on behalf of students. Members serve as stewards of both public and private funds that at all times require the proper administration and accountability for their use. CCBO recognizes that stewardship requires standards for both personal and professional conduct, use of resources, and the evaluation of their use. CCBO will lead in setting these standards for community colleges, and work with others to view standards in local, regional, national and international circles. www.ccbo.org

Exhibit Space Available at the Sixth Annual International Conference

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