



An International Organization for the
Community College Baccalaureate Degree

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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.*

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Sixth Annual International Conference Build, Maintain, Enhance Atlanta - March 17 - 19th, 2006

Community colleges in several states have begun to confer baccalaureate degrees, several more have begun the approval process and dozens have formed "2 + 2" agreements and opened University Centers. Others have explored distance learning as a means of meeting the demand for four-year degrees.

Join representatives from more than 30 states and Canadian provinces in their discussions of innovative ways to improve access to baccalaureate degrees. Participate in the effort to **Build, Maintain, Enhance**.

The March conference will address issues of interest to anyone who is concerned with improving access to baccalaureate degrees through a variety of models. Following is a sampling of session titles:

- Myths and Realities: Community College Baccalaureate Curricular Issues and Challenges
- Expanding in the Community and Technical Colleges Role in Meeting the Bachelor's Degree Capacity Needs in Washington: Piloting Community and Technical Colleges Bachelor's Degrees and University Contracts
- Theoretical Perspectives on the Community College Baccalaureate
- The Transformation of Five Florida Community Colleges: Converting to Baccalaureate Producing Programs
- The Chipola College Ethics and Compliance Program: Risk Assessment and Monitoring for Community Colleges Offering Baccalaureate Degrees From Planning to Implementation: Lessons Learned at Okaloosa-Walton College with Its Two Baccalaureate Degrees
- Class of 2006: Ontario's first four year college degree graduates
- Principles of Good Practice of Assessing Student Learning
- Reframing A College - A Matter Of Degrees Grant MacEwan College
- Baccalaureate Degrees, Access and Vincennes University



Early registration deadline is Feb. 1. To register visit: www.accbd.org

The American Association of Colleges of Nursing

The American Association of Colleges of Nursing is the national voice for baccalaureate and graduate-degree nursing education. A unique asset for the nation, AACN serves the public interest by providing standards and resources, and by fostering innovation to advance professional nursing education, research, and practice.

AACN's educational, research, governmental advocacy, data collection, publications, and other programs work to establish quality standards for bachelor's- and graduate-degree nursing education, assist deans and directors to implement those standards, influence the nursing profession to improve health care, and promote public support of baccalaureate and graduate education, research, and practice in nursing—the nation's largest health care profession. The **American Association of Colleges of Nursing** is located at **One Dupont Circle, NW, Suite 530, Washington, DC 20036. Telephone number is 202-463-6930 and the web site is www.aacn.nche.edu.** The recently wrote a position statement about baccalaureate nursing programs offered by community colleges. It was approved by the AACN Membership October 24, 2005. The text of this statement follows.

Position Statement on Baccalaureate Nursing Programs Offered by Community Colleges

The American Association of Colleges of Nursing (AACN) supports baccalaureate-level preparation for entry into professional nursing practice as well as efforts to increase the education level of the nation's registered nurse workforce. Efforts to expand the availability of baccalaureate nursing programs and increase the number of baccalaureate-prepared nurses nationwide are consistent with the association's work to create a more highly educated nursing workforce.

Community colleges that offer baccalaureate degrees are making an explicit decision to expand their mission, and to this end, these institutions must be reviewed and approved by regional accreditation bodies to assure that they meet the same standards as other four-year degree granting institutions. Furthermore, baccalaureate nursing programs in these institutions must be developed with the same scientific and liberal education foundation used in nursing programs offered at four-year colleges. To maintain programmatic

integrity, community college baccalaureate degrees must achieve the same quality standards set by nursing's specialized accreditation agencies. These programs should be designed using the competency expectations outlined in AACN's publication on *The Essentials of Baccalaureate Education for Professional Nursing Practice*. To be consistent with the baccalaureate *Essentials*, a significant change in program emphasis would be required from traditional community college nursing programs that focus on technical nursing practice. To achieve parity with programs offered at four-year colleges and universities, community college baccalaureate nursing programs must integrate the essential elements of liberal education, professional values, core competencies, core knowledge and role development through an upper division nursing major. AACN encourages community colleges wishing to offer baccalaureate nursing degrees to partner with four-year institutions whenever possible.

The emergence of baccalaureate nursing programs at community

colleges underscores the national need for more programs to raise the education level of the nursing workforce. These programs validate that nurses with associate and baccalaureate degrees are not equally prepared for practice and have distinct competencies. The movement to expand the availability of baccalaureate level nursing degrees indicates an understanding that today's increasingly complex health care system requires a more highly educated nursing clinician.

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NACCTEP Publishes Community College Baccalaureate Policy Brief

The purpose of the National Association of Community College Teacher Education Programs is to promote the community college role in the recruitment, preparation, retention, and renewal of diverse pre K-12 teachers and to advance quality teacher education programs in the community college.

NACCTEP recently published a Policy Brief addressing community college baccalaureate issues. It can be found at their website at: www.nacctep.org/pdf/PB_Bac.pdf

Understanding Canada's Community Colleges

**Dr. Berta Vigil Laden
Associate Professor
Ontario Institute for Studies in Education
University of Toronto**



The American community college model has flourished for more than a century. Not only has it been effective in the United States, it has also become one of the world's most copied educational systems. The American model is being adopted and adapted in China, Vietnam and Russia among others, as these countries explore ways to provide greater access to higher education for their residents. Nowhere, however, has the American model been exported more successfully than in Canada. According to Statistics Canada, the country currently has 76 universities and approximately 150 community colleges. While Canada's universities are virtually identical, its community college systems enjoy an enormous amount of variation.

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Community colleges began appearing in Canada in the mid-1960s. In keeping with jurisdictional privilege, the 10 provinces approached the development of a non-university postsecondary education system from different angles. Each province had unique needs and emphasized different aspects of the community college, but the overall goal was similar to its American counterpart. The colleges were meant to stimulate greater economic development, meet certain political and societal objectives and provide greater education, skills and training for society's growing young population.

Drs. John D. Dennison and Paul Gallagher, in their 1986 landmark book, "Canada's Community Colleges," describe five models that emerged across the Canadian provinces during this developmental period. It is important to note that the American term "community colleges" — although still retained to some degree in

Canada — was replaced in general across the provinces with the single word, "colleges," a term deemed more acceptable in Canada and which has come to refer strictly to non-university education.

The model embraced by the provinces of Alberta and British Columbia closely emulated American community colleges by creating comprehensive institutions with the dual missions of offering transfer preparation and vocational-technical programs. Alberta also included vocational centers, where some students were directed to in lieu of the more comprehensive institutions. Several decades later, a six-year pilot project in Alberta led the way in the development of Canada's "applied baccalaureate degree" — or baccalaureate degrees given by community colleges.

British Columbia, on the other hand, developed into a distinctive system that, by the 1980s, was in partnership with local universities to offer baccalaureate degree programs in remote geographic areas, where access to the university was often difficult. Over time, these colleges assumed full programmatic control of the degree programs and formally assumed the name "university college." Applied baccalaureate degrees were officially introduced in five university colleges in 1995, albeit with some creative wording that did not clearly define the term "applied" and that allowed the university colleges greater leeway in developing their degree programs.

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Another model emerged in the largest and smallest provinces in Canada — Ontario and Prince Edward Island. In these provinces, the new postsecondary system was intended to offer an alternative for students who did not qualify for university admission or who desired more practical education. Thus, technical and vocational training, usually in the form of one-to-three-year certificate programs, became the norm in curricular offerings. This model held little interest in the concept of transfer, and thus excluded it as part of the colleges' mission. But over time, the Ontario colleges responded to student demands for greater vertical mobility by creating articulation agreements with universities, usually outside of Ontario or in the United States. Efforts to increase college-university relations eventually led to the development of the applied baccalaureate degree in 2001.

Manitoba, New Brunswick, Newfoundland, the Northwest Territories and the Yukon developed yet a third model for community colleges. These provinces initially focused on technical and vocational training, which consisted of short-term, work-entry-focused programs to get students trained and employed quickly. All of these programs underwent some modifications over time, but the emphasis remained on training. Newfoundland, however, later added transfer preparation as part of its offerings.

Despite their variations, Canada's community college models all incorporate a strong emphasis on technical/vocational training.

A two-fold model took shape in Saskatchewan. One was a "college without walls," aimed at remote and rural areas.

Concurrently, technical institutes were forming in larger areas and cities. Both of these changed later, as rural communities began to build their own colleges and some of the urban technical institutes merged to become multicampus institutions.

The fifth model, based on a European approach to postsecondary education, emerged in French-speaking Quebec. In this model, all students enter a two-track system after 11th-grade. They then either take two years of university preparation or a three-year vocational-technical program. Adult education and

shorter-term vocational courses were eventually added to the model, which remains in place today.

Despite their variations, Canada's community college models all incorporate a strong emphasis on technical/vocational training. The growing involvement of local business and industry has only made those programs more sophisticated over time. And all five models have also shown increased openness to the value of transfer preparation and applied baccalaureate degree programs.

As in America, an era of declining resources and demands for greater accountability has led to a shift towards acquiring more community partners and collaborators. Inter-institution partnerships and increased connections with the business sector are helping shorten training times. But while the benefits are hailed by public officials, the potential drawbacks can't be ignored. How long can colleges sustain partnerships with the universities, which have long been reluctant partners? Do the collaborations with businesses actually create new funding streams, or are they short-term economic boosts? And ironically, as community colleges adapt to less government funding, they prove to their provincial governments that cutting the funding in the first place was appropriate.

Community colleges in the United States and in Canada have sought to increase access and opportunity for their students through a variety of models. The applied degree and the baccalaureate-granting community college have taken advantage of a door opened in part by proprietary and other distance training colleges. While universities may bemoan the changes and try to ignore the newcomers to their elite degree-granting world, it would appear that the academic axis has tilted irrevocably.

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