CCBA Announces Affiliation with Golden Key Honor Society

CCBA is a strong proponent of honor societies at its member institutions. After extensive research and discussions with many honor societies, the Community College Baccalaureate Association has selected Golden Key as the honor society best suited to meet the needs of four-year programs. The leaders of CCBA and Golden Key have developed a comprehensive program for students in baccalaureate conferring community colleges including scholarships, leadership training and participation in conferences.

Golden Key was chosen because of its low cost to students, long history in baccalaureate granting institutions and because of its success in recognizing outstanding academic achievement. Golden Key has 2 million members from over 190 countries that have been recognized at over 575 chapters at colleges and universities. The Golden Key web site is www.GoldenKey.org.

CCBA is coordinating the development of Golden Key chapters at baccalaureate conferring community and state colleges. For additional information contact Beth Hagan at BHagan7@aol.com or 239-947-8085.

NISOD NEWS

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 four years. The NISOD Conference celebrates excellence and provides a unique professional development opportunity for faculty, staff, and administrators at colleges and universities to foster student success. For more information about NISOD’s Conference, visit the website at http://www.nisod.org.

Eleventh Annual International Conference
Meeting the Challenge! 15 million new degrees by 2025!
Hilton San Diego Bayfront
February 25 - 27th, 2011
To register: www.accbd.org

The Community College Baccalaureate Association will host their 11th annual international conference in beautiful San Diego from February 25th to February 27th, 2011. The theme of the 2011 conference is Meeting the Challenge! 15 million new degrees by 2025! The theme is a response to the challenge of dramatically improving the number of bachelor’s degrees conferred in the United States and Canada.

The conference will begin with a reception at 5 pm on Friday, February 25th in conjunction with attendances from the NACCTEP (National Association of Community College Teacher Education Programs) Conference. This is an opportunity for those interested in the issues of teacher education in community colleges, particularly the conferring of baccalaureate degrees, to spend time together. The conference is a pre-event of The League for Innovation’s Innovations 2011 that is held in the same hotel.

The CCBA was established in 1999 to promote better access to the baccalaureate degree on community college campuses and to serve as a resource for information about various models for accomplishing this purpose. Presentations relate to the various models that improve access to baccalaureate degrees through community colleges including University Centers, Distance Learning, 2 + 2 Agreements and the conferring of four-year degrees by community colleges in 18 states.

The deadline for a presentation proposal is October 1, 2010.

An annual student essay contest, sponsored by Community College Week, is conducted each year. The winner of the contest receives $1,500 scholarship. The essay contest topic is: “The Real Issues - Why obtaining a four year degree on my community college campus is important to me.” This contest draws entries from almost all of the US states, several Canadian provinces and other countries. Additional information about the conference, the essay contest of the CCBA can be found at the association's website at www.accbd.org.
Wisconsin Two-Year Colleges to Confer Bachelors Degrees

In 1971, the Wisconsin two-year college system was created when the University of Wisconsin and the Wisconsin State University merged into the UW System. Today they enroll 13,800 students, many of whom will transfer and complete degrees at one of Wisconsin’s four-year schools.

The University of Wisconsin’s two-year colleges will soon offer limited four-year degrees to serve students in mostly rural areas. The new bachelor of applied arts and sciences degree would be geared toward “place-bound students” who have earned associates degrees but can’t transfer to finish at four-year universities.

The plan would give five campuses the ability to offer the degrees. The campuses were chosen because their populations lag behind the state average for four-year degree holders and many of them have also been hard-hit economically. Wisconsin is unusual in that regents can approve the degree-granting power instead of the Legislature, which is typical elsewhere. Enrollment is expected to hit 250 students within the first three years, and costs will rise to $1.1 million per year, planning documents show.

Tuition will cover the bulk of the costs, but rates have not been set. Wilson said they would be higher than a traditional UW degree but less than what for-profit schools charge. Regents could approve the plan as early as August, which would allow the programs to start in fall 2011.

Lumina Foundation Convenes Higher Education Experts Around Applied Baccalaureate

On September 1-2, 2010, Lumina Foundation for Education brought together a group of 115 experts in higher education and workforce development to discuss “Applied Baccalaureate Developments and Future Implications.”

Applied Baccalaureate programs are Bachelor's degree programs that have been designed to articulate fully with applied associate degrees, typically Associate of Applied Science (AAS) degrees. AAS degrees have historically been considered terminal and have therefore been more difficult to transfer to bachelor-granting institutions. Applied Baccalaureate programs complement the AAS, and are in some cases offered at community colleges.

In order to reach the Big Goal, increasing the proportion of Americans with high-quality postsecondary credentials, Lumina hosted this convening to explore the potential of Applied Baccalaureate Programs to meet workforce needs, enhance degree completion options for working-age adults, and expand access to the baccalaureate degree. This convening, held in Indianapolis, was designed to bring together leaders in this field, from states like Florida with rapidly growing Applied Baccalaureate programs, to states considering developing these degree programs. Participants were able to learn from each other to better define what the Applied Baccalaureate is, the policy and practice changes that must occur before these programs can be implemented, and the challenges faced.

Looking to the future, Lumina will continue to explore the potential of these degrees with research and convenings. For materials from the convening, as well as research findings, please visit the Office of Community College Research and Leadership at the University of Illinois, who partnered with Lumina in planning the convening.

Documents and presentations from the Applied Baccalaureate convening can be found at http://ocrf.illinois.edu/Projects/lumina/conference.

Consider the Seamless Path to Meeting Local Baccalaureate Needs

By Craig Gilman, American Public University

Community colleges nationwide have always recognized their roles in meeting the diverse educational needs of their local communities. More recently, they have begun to recognize that one of these local needs requires providing baccalaureate degrees called for by local businesses, public safety departments, hospitals and school districts.

Some colleges have pursued the path of obtaining permission to confer degrees, especially in nursing, teacher education and applied workforce subjects. Some have chosen to introduce their graduating associate degree students to universities housed in university centers. Both models have strengths and weaknesses. Many community colleges have looked to distance learning, both as a method of improving capacity and also as a means to a baccalaureate. Some have introduced their students to universities that provide online degrees.

American Public University (APU) examined this growing trend and recognized the enthusiasm of community colleges for meeting this growing need for a variety of baccalaureate degrees. They realized that the process for community colleges to provide distance learning for four-year degrees was not easy. Students and administrators were disappointed. They were determined to change that. A few of the solutions are addressed in the following paragraphs.

Community college students were taking courses as part of their associate degree experience and they were disappointed to find that many of the courses were not accepted by the online university. APU has addressed this issue by becoming accredited by one of the Department of Education’s recognized accreditation bodies. Courses are developed using a comprehensive curriculum development process that includes the writing and design of courses by terminally degreeed faculty supported by an online curriculum development team, review by APU’s curriculum committee, and continuous review based on an extensive learning outcomes assessment.

Often community college graduates are working adults and family members who don’t have the time or money to commute to a distant traditional brick and mortar university. In many cases moving away to a physical campus is out of the question. The advent of online universities provides an option for these students. APU’s programs were designed specifically to meet their needs. 100% asynchronous delivery of courses means that students can work at a time during the week 24/7 that is convenient to them. The online classroom is accessible anytime; anywhere there is a reliable Internet connection. Monthly course starts and eight-week course options enable busy students to complete at least two courses per traditional semester.

Students and administrators were hopeful that this path to the baccalaureate would be as affordable as the tuition they paid for their associate’s degrees. They were disappointed. APU’s tuition structure is one of the most affordable in the industry with one undergraduate semester credit costing $250 for a total cost of $750 per 3-credit course. In fact, APU has not raised its undergraduate tuition in over nine years. Combine this with the undergraduate book grant provided to qualified students that provides all required books at no cost to students and no additional fees for admission or registration and one soon realizes that there is an affordable option for community college graduates to proceed along the path toward their achievement of a bachelor’s degree.

A final consideration is that there are no costs for travel or room and board when attending a fully online university.
Community college graduates are accustomed to the personal attention they receive at their colleges and wonder if they will receive the same level and quality of student support at larger brick-and-mortar or online universities. Only after ensuring that incoming students have been completely enrolled and registered for their first courses do admission representatives transfer students to their appointed student advisors who also are available to provide program specific guidance to students via phone and email.

Community college administrations interested in offering a facilitated, seamless option for their graduates have the opportunity to explore entering into a partnership with American Public University. This agreement will guarantee their students a quicker and easy transition into a four year university that will fulfill all general education requirements, as well as a number of elective credits, so that they enter at "junior" status. For more information about this opportunity contact APU’s Community College Outreach Manager, Craig Gilman, at cgilman@apus.edu or 703-334-3957.

*St. George’s University*

**Joint Programs in Medicine and Veterinary Medicine**

St. George’s University, located in Grenada West Indies, has contributed nearly 10,000 physicians, veterinarians, scientists, and public health and business professionals to the global workforce since its founding in 1977. The faculty and students at this international medical education center hail from over 140 countries and the St. George’s medical and veterinary programs combine the best of the US and UK education systems. The result is a dynamic and diverse curriculum that reflects the cutting edge of medical education.

**Center of Internationalism**

St. George’s draws students and faculty from around the world and the resulting global mix offers academic perspectives that your international and US students will embrace. St. George’s is affiliated with educational institutions and education partners in the United States, the United Kingdom, Canada, Ireland, and Australia. The medical students will complete their last two years of clinical training in the US or UK, while veterinary students complete their final year at one of 23 US veterinary schools, or they go to Canada, UK, Ireland or Australia. The University’s programs are approved by many governing authorities, including all 50 states and 35 other countries worldwide. In June 2010, the Council on Education for Public Health (CEPH) granted our MPH program full accreditation; SGU is only the fourth non-US program to achieve this distinction.

While they pursue their degrees, St. George’s students studying human and animal medicine mix in interdisciplinary projects and interact with scholars and scientists from notable centers of learning across the world. They are also able to participate in projects at the nearby Windward Islands Research and Education Foundation, which maintains a Research Institute on St. George’s Grenada campus. One student described their experience as such that on any given day, they may be “involved in a debate with a professor from Turkey, breaking bread with students from Botswana, or enjoying a game of basketball with classmates from England.”

**Breathtaking Campus**

The University city that is St. George’s sits on a Grenada peninsula overlooking the Caribbean Sea. Over 60 buildings were constructed in a major expansion over the last 10 years and students enjoy all the amenities of modern campus life in the middle of a tropical paradise. Over 2000 students live on campus and other live in the surrounding neighborhoods, which are served by the University-provided free bus transportation.

**What Can SGU Do For You?**

SGU seeks colleges and universities interested to in joint degree programs that can be tailored to your institution. Since we have students from many different education systems, we have developed a five, six and seven year program in medicine and veterinary medicine to complement the four year medical degree. This programs will allow a student with an Associate Degree, the IB Diploma or the A level, to complete a five year program. If you offer a four year Baccalaureate degree, then we have 7 year BS/MD and BS/DVM programs. These programs will enhance your recruitment efforts to the international students, who have a very difficult time entering US medical or veterinary programs. For more information, visit our website www.sgu.edu or contact Bob Ryan, Associate Dean of Enrollment Planning, at bryanb@sgu.edu.

**Essay Contest Underway!**

The Community College Baccalaureate Association (CCBA) is conducting its 8th Annual CCBA Essay Contest to determine what students think about community colleges that offer baccalaureate (four-year) degrees. The contest is open to students in the USA, Canada and the Caribbean.

A $1,500 check and an all expense paid trip to the 11th Annual Community College Baccalaureate Association Conference in San Diego, California from February 25-27, 2011 will be awarded to the individual with the winning essay. $500 will also be awarded to the winner’s college. The scholarship prize is provided by Community College Week.

**Rules**

- Each contestant may submit only one essay and it must specifically address the topic.
- Contestant must be currently enrolled in a community college.
- Essay must be typed using 12-point type.
- The essay text is limited to a minimum of 400 and a maximum of 500 words.
- 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
  - Entries must be e-mailed by January 15, 2011 by midnight Dr. Beth Hagan, Community College Baccalaureate Association: BHagan7@aol.com (early entries are encouraged)
  - Entries should be labeled with the author’s last name.

The winner will be notified by January 20, 2011.

Essays will become the property of the Community College Baccalaureate Association. Submission constitutes an authorization to the CCBA to use the essays for research, and grants the CCBA the authority to publish the results of the research and the text of the essays.

**Topic:**

The essay contest topic is: “Why obtaining a four year degree on my community college campus would be (or is currently) important to me.”

Information is available on the CCBA web site: www.ccba.org or by calling 289-596-7990 for contest questions.

**Scholarship prize provided by**

[Community College Week Logo]
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