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SAVE THE DATE!

13th Annual International Conference

March 8 - 10, 2013

Dallas, Texas

Call for Proposals

Now Open!

Community College Baccalaureate Association Distance Learning Alliance

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

Excelsior College

University of Maryland University College (UMUC)

Western Governors University (WGU)

Walden University



University of Maryland
University College



**WALDEN
UNIVERSITY**

Access to Baccalaureate Degrees Through Community Colleges:

The Distance Learning Model

Community college administrators and faculty members are undoubtedly aware of the increasing number of courses and programs taught through distance education during the past fifteen years. Almost every college uses them.

According to a Sloan Consortium report, written by Allen and Seaman (2010), titled Learning on Demand: Online Education in the United States, 2009, enrollment in online courses in higher education has been growing significantly over the past 6 years. During the fall 2008 semester, over 4.6 million students were enrolled in at least one online course, which was a 17% growth enrollment rate for online courses, versus the 1.2% growth rate of the overall higher education student population. Moreover, 1

out of 4 higher education students took at least one distance learning course, which was approximately a 5% increase from the previous year. More recently, the downturn of the economy has spurred even more interest in the development of distance learning courses and programs. Specifically, in 2009, approximately 66% of institutions reported an increased demand for new distance learning offerings, due to budget constraints, while 73% reported increased demands for existing online courses (Allen & Seaman, 2010).

Community college administrators and faculty members are also aware of the increasing number of educational institutions that have begun or expanded their baccalaureate and graduate degrees

offering through distance learning. Less visible are the community colleges that are relying on other institutions, some for profit and some not, as a means of meeting their local need for baccalaureate degrees.

Some of these colleges began their initiatives to improve access to baccalaureate degrees through distance learning through traditional University Center affiliations and articulation agreements. Others have been more progressive and have reduced the bricks and mortar affiliations in favor of partnering with online institutions. The challenge has been choosing the right institutions, especially given the important concerns about graduation rates, financial aid misconduct and quality.

CCBA Partners With Walden University

For more than 40 years, Walden University has been supporting the unique needs of adult learners. Today, the Community College Baccalaureate Association (CCBA) is pleased to announce a partnership with Walden to encourage students seeking a bachelor's degree to complete their degree program online through the university's College of Undergraduate Studies. Students who have earned an associate degree may also be eligible for a \$1,500 scholarship toward a bachelor's degree.

"We are committed to helping adult learners achieve their goals by providing a rich experience with options to pursue academic, career, and personal interests. While completing a degree online, students have opportunities to study abroad and to participate in internships, public service, honor society, and career development programs," said Susan Dreifuss, vice president for the College of Undergraduate Studies.

Accredited by The Higher Learning Commission, Walden offers more than 15 bachelor's degrees with more than 85 concentrations in such areas as business, communication, education, healthcare management, information technology, psychology, criminal justice, public administration, human services, and nursing. Walden also has master's and doctoral degree programs designed specifically for community college faculty members, including the M.S. in Higher Education, the M.S. in Adult Education, and the Ph.D. in Education with a specialization in Community College Leadership.

Adult learners have a number of opportunities to complete a bachelor's degree in a shorter time frame or even begin work on a master's degree as an undergraduate student. Undergraduate degree acceleration opportunities include:

Transfer Credit

Students may be eligible to reduce their time to completion (up to 75% of their undergraduate program) by transferring from 90 to up to 135 credits toward a Walden bachelor's degree program.

Earn Credit for Prior Learning

Some students may be eligible to earn academic credit for knowledge acquired through previous employment, military service, or volunteer work.

Undergraduate Pathways

Walden offers students the opportunity to choose how many credits to take each term, which means they can control how quickly they earn their bachelor's degree.

Accelerate Into Master's (AIM)

Eligible Walden undergraduate students can earn master's-level credit to transfer into a Walden graduate program while they earn their bachelor's degree. With the AIM option, students could earn a master's in half the time.



Bruce Mackenzie

*Chief Executive Officer
Holmsglen Institute*

Pioneer Award Winner

Award Presentation Speech

Bruce Mackenzie is the Chief Executive Officer of the Holmsglen Institute, one of the largest providers of vocational and higher education in Victoria, Australia. Holmsglen provides education internationally and nationally across four campuses enrolling 50,000 students each year. It is the first Technical and Further Education institution, TAFE, to receive Commonwealth Supported Places for its degree in Nursing in 2009 and for its degree in Early Childhood Education in 2011.

Bruce Mackenzie is a founding member of TAFE Directors Australia and is currently its Chair. He has been actively involved in policy debate and in promoting technical and further education and its role in offering degrees. He has done this as Chair of TAFE Directors, Australia and through his institution which led the way for public debates about the issues of degree granting.

His institution was the first and only one of two TAFEs to get public funding for higher education qualifications. In fact, he had to stare down the nurses union and the nursing board of Victoria to get the very first nursing degree accredited in a TAFE institution. He managed to get public Higher Education funding for the nursing degree and for a degree in early childhood education, something never before accomplished for a TAFE institution.

With over 25 years in the field of vocational education, Bruce Mackenzie's contribution to the vocational education and training (VET) sector was formally recognized in his selection for the 1994 National AUSTAFE Award for Educational leadership.

In 2005, Bruce Mackenzie was awarded the Public Service Medal for outstanding service to vocational education in Australia.

Bruce Mackenzie has been awarded the 2012 CCBA Pioneer Award in recognition of his work as a pioneer, opening the way for others to follow to improve access to postsecondary education in Australia.

Leesa Whelahan accepted the award on behalf of Bruce Mackenzie at the CCBA Conference.

New Commerce Department Report Shows Broadband Adoption Rises but Digital Divides Persists

Press Release

Nov. 9, 2011, Department of Commerce

... "Overall, approximately seven out of ten households in the United States subscribe to broadband service. The report finds a strong correlation between broadband adoption and socio-economic factors, such as income and education, but says these differences do not explain the entire broadband adoption gap that exists along racial, ethnic, and geographic lines. Even after accounting for socio-economic differences, certain minority and rural households still lag in broadband adoption."

"The report analyzes data collected through an Internet Use supplement to the Current Population Survey (CPS) of about 54,300 households conducted by the U.S. Census Bureau in October 2010. Earlier this year, NTIA released initial findings from the survey, showing that while virtually all demographic groups have increased adoption of broadband Internet at home since the prior year, historic disparities among demographic groups remain. Today's report presents broadband adoption statistics after adjusting for various socio-economic differences." ...

Digitizing Hidden Collections in Public Libraries

by Gwen Glazer

June 2011, American Library Association

Libraries no longer need to prove that they should be digitizing their materials; they just need to find ways to do it.

Possible solutions include creating a new national program that targets hidden collections for digitization and then creates a national digital repository to ensure public access to the digital files. A second option is to incorporate smaller institutions into current Library of Congress or other federal digitization activities, such as the National Digital Newspaper Program and the National Digital Infrastructure and Information Program.



Meet UMUC - A Distance Learning Alliance Member

The University of Maryland University College (UMUC), a University System of Maryland institution, is a leader in adult education. UMUC offers a large array of constantly evolving programs designed to provide in-demand skills taught by experienced professionals. Based in Adelphi, Maryland, UMUC strives to reach students throughout the world. By providing a flexible, convenient classroom setting that is accessible anywhere at any time, UMUC's innovative programs have enabled working adult students to pursue degrees online from the comfort of their own home or face-to-face in Maryland.

As members of the CCBA's Distance Learning Alliance, UMUC has set out to increase understanding and awareness of distance learning opportunities and to encourage completion of baccalaureate degrees. UMUC's Community College Alliance Program has established formal agreements with participating in-state and out-of-state community and technical colleges, allowing students to transfer with ease. A Transfer Advisor is available to these students to provide information, advising, and assistance. Additional benefits of the alliance agreement include the acceptance of up to 70 applicable community college credits in transfer and scholarship options for both students and community college staff. UMUC encourages associate degree completion at the community college through dual enrollment and reverse transfer opportunities.

In a continued effort to support community colleges, an online doctoral program for aspiring educational leaders is available through UMUC. The Doctor of Management in Community College Policy and Administration utilizes experienced faculty to guide distance learners through online coursework, weekend residencies each semester, and individualized leadership coaching to produce influential professionals prepared for educational management.

By offering a flexible learning environment and increasing the opportunities for success to community college students and staff, UMUC has taken distance learning to new heights. For more information, please visit our website at www.umuc.edu.

Certification for Teaching Can Begin at the Community College and Can be Completed at WGU Teachers College

The online Teachers College at Western Governors University (WGU) was created with the assistance of over \$15 million in grants from the U.S. Departments of Education and Labor. Graduates of the Teachers College programs are licensed in all 50 states and several US territories, a major goal of the grant programs. The Teachers College offers licensure programs for first-time teachers via bachelor's, master's, or post-baccalaureate teacher preparation programs.

The process of becoming a teacher can be lengthy and seemingly complicated. The first step is for students to earn an Associate's Degree in Education from a Regionally Accredited Community College.

After enrolling at WGU teacher certification program candidates must provide the university with verification of a cleared background check prior for placement in the classroom for Pre-Clinical Experiences and Demonstration Teaching. In addition,

most states require that applicants for teacher certification complete a background check for the Department of Education prior to submitting all application paperwork. This is a necessary precaution designed to prevent those who may pose a danger to the students in the classroom.

Enrollees then complete the Haberman Online Star Teacher Pre-Screener, a test of a person's disposition and qualities that have been found to be helpful in supporting the success of students in diverse school settings. It measures persistence; organization and planning; values placed on students learning; How the student puts theory into practice; Attitudes toward at-risk students; survival skills in bureaucratic settings.

Demonstration Teaching, the next step, is a critical component of any teaching degree program. This in-classroom experience is invaluable in helping to integrate the academic knowledge and teaching skills developed to this point into a practical application.

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Ron Baker Joins CCBA Board of Directors

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.

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