



# BEACON

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## 13th Annual International Conference Alternative Pathways to the Baccalaureate

March 8 - 10, 2013  
Dallas, Texas

**Registration is Open!**

## 12 Annual International Conference

### Early Bird Registration is Open!

Early bird registration is now open. The conference registration fee of \$375 expires on February 1, 2013.

The "cut-off date" for accepting hotel reservations into the conference block is Friday, February 15, 2013. 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.

### Focus on the BSN

The conference will include several sessions that focus on the issues of nursing education, including the BSN. There will be representatives from colleges that have conferred the degree for several years, have just begun programs and those preparing new programs.

### Distance Learning

The conference will include several session about the issues of using distance education as a method of achieving a baccalaureate degree. There will be representatives from CCBA's Distance Learning Alliance who will conduct a Plenary Session panel discussion and present sessions about topics that are important to success.

## NOW AVAILABLE!

## Alternative Pathways to the Baccalaureate

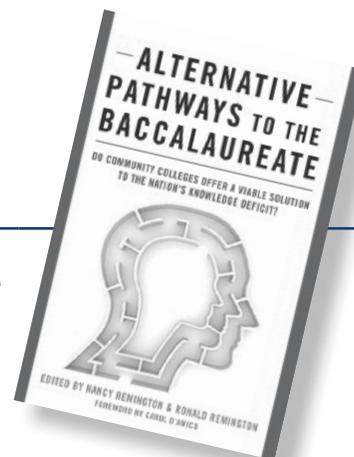
### Do Community Colleges Offer a Viable Solution to the Nation's Knowledge Deficit?

*Edited by Nancy Remington, Ronald Remington*

*Foreword by Carol D'Amico*

"This book does an excellent job of tracing the history of the movement and where it stands today. It discusses the political context when these discussions happen in states and the education implications when institutions take on this additional mission. This book may or may not convert those who are concerned about 'mission creep' of community colleges, but it sure will give them something to think about. Clearly we cannot continue to do business as we have always done and expect to meet the growing demand for college educated citizens. This book provides some thoughts on how to create a new model going forward and it deserves serious consideration." —Carol D'Amico

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# **Western Governors University to Partner with Three Community Colleges on Development of Competency-based Learning for Classrooms**

Western Governors University (WGU) has pioneered the development of Competency-based, online instruction. WGU is a nonprofit, online university which focuses on what students know rather than how long they have studied a subject.

Recently, WGU President Robert Mendenhall, laid out the WGU approach to competency-based learning and what makes it different. “The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes. While more traditional models can and often do measure they are time-based -- courses last about four months, and students may advance only after they have put in the seat time. This is true even if they could have completed the coursework and passed the final exam in half the time. So, while most colleges and universities hold time requirements constant and let learning vary, competency-based learning allows us to hold learning constant and let time vary.”

According to Dr. Mendenhall, successful competency-based education requires four key elements:

- Measurement of student learning rather than time.
- Harnessing the power of technology for teaching and learning.
- Fundamentally changing the faculty role.
- Defining competencies and developing valid, reliable assessments.

In August the US Department of Labor awarded \$12 million, to be shared by Sinclair Community College in Dayton, OH; Broward College in Ft. Lauderdale, FL; and Austin Community College in Austin, TX, to develop competency-based curricula in different areas of information technology, so that students can progress at their own pace to earn associate and bachelor's degrees. Western Governors University, Texas, the state approved subsidiary of WGU in Texas, will assist the three grant recipients in the translation of online competency-based instruction to the traditional classroom setting.

“We look forward to bringing proven competency-based learning strategies to the table,” says Dr. Mark David Milliron, Chancellor of WGU Texas. “This is all about giving students more tools to succeed on a faster timeline. They will also have the opportunity to seamlessly transfer their work at ACC to WGU Texas to continue toward a bachelor's degree and beyond.”

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## **Meeting the Challenge: An Affordable, Competency-Based Bachelor Program for Texas**

*by: Rosemond Moore and Dr. Ali Esmaili*

South Texas College

In Governor Rick Perry's 2011 State of the State address he challenged Texas institutions of higher learning to develop bachelor degree programs that cost no more than \$10,000.. He also at the 2012 Texas Higher Education Leadership Conference encouraged participants to implement more competency-based degrees. The Texas Affordable Baccalaureate Program (TAB) is a joint effort between The Higher Education Coordinating Board (THECB), South Texas College (STC), Texas A&M University – Commerce (TAMUC), and the College for All Texans Foundation (CFAT) to offer an innovative, competency-based, low cost Bachelor of Applied Sciences (BAS) in Organizational Leadership, which addresses both challenges.

The BAS in Organizational Leadership focuses on developing curriculum that centers on competencies and skills that have been identified as necessary by 21st century business leaders. These competencies focus on leadership skills that apply to organizations in a variety of industries. The degree consists of the first 90 hours available through online modules, with the final 30 hours of upper division, focused on face-to-face and online delivery of content in organizational planning, dynamics of leadership, finance, team building, conflict resolution, and other leadership skills. Students must apply basic competencies achieved in the earlier courses to competencies specifically connected to the area of study in Organizational Leadership.

Competencies are being developed by a team representing the complete development cycle from high school representatives, to faculty members, and business leaders. The team is utilizing the “Tuning Texas” process to ensure deep learning, degree quality, and workplace relevance. Tuning involves identifying what a student should not only “know”, but also what they should be able to “do” in a discipline upon completion of the degree. In the case of the degree in Organizational Leadership, students will

focus on the development of information literacy, critical thinking, inquiry and analysis, written and oral communication, teamwork and problem solving, ethical reasoning and action, civic knowledge and engagement, and intercultural knowledge and competence.

The degree structure consists of seven week semesters, with new course offerings every eight weeks. Also, there is a flat-rate fee structure per semester allowing students to take as many or as few courses as they can manage, providing each student with flexible, individualized course selection for the first 90 hours. This structure allows for the typical four year degree to be completed in as little as three years, therefore reducing time to completion and overall cost. The TAB program offers various pathways to attainment, open educational resources, electronic source materials, and alternative instructional models.

Unique aspects of the TAB program are its innovative approaches to content delivery, resource utilization, and learner engagement. Focusing on mastery of competency over seat-time allows the student to earn credit for work or military experience and trains the student to apply academic knowledge to applied assignments necessary in a global work environment. Opportunities to demonstrate existing competencies instead of taking courses saves the student time and money, it also frees up the instructor to become a student facilitator as opposed to a presenter of information. The use of degreed (Masters) Academic Coaches and Tutors to provide individual support to each student further disrupts the traditional higher education model. Focusing on specialization of duties results in greater efficiency and cost savings for the institution as well. This disruptive, innovative approach to content delivery, resource utilization, and learner engagement in the TAB program positions it well to meet future challenges and expectations for the 21st century.

# ***Renowned Education Professional John E. Roueche Named as President of Roueche Graduate Center at National American University***

The Roueche Graduate Center is located in Austin, Texas, and houses National American University's (NAU) Harold D. Buckingham Graduate School, a Distance Learning Affiliate of CCBA. Currently NAU offers the following graduate degrees: Master of Business Administration, Master of Management, and Master of Science in Nursing. The university is in the process of pursuing additional graduate programming, including potential doctoral programs.

NAU is partnering with community colleges to offer graduate degrees for students, faculty, and staff. If you are interested in learning more about earning a graduate degree through NAU, the partnership opportunities available, or having a NAU Graduate Admissions Advisor visit your campus, please contact: Christy Lewis, Director of Admissions, 1-877-398-0118, [cllewis@national.edu](mailto:cllewis@national.edu).

## **More About the Roueche Graduate Center**

The Roueche Graduate Center is led by Dr. John E. Roueche, CCLP Director Emeritus and Sid W. Richardson Regents Chair Emeritus at The University of Texas at Austin. Dr. Roueche joins NAU after 42 years as CCLP Director, a program that has earned the reputation of preparing more community college chancellors, presidents, vice presidents, and administrators than any other program in the country. He is a nationally recognized authority in community

college education, having written 35 books and over 150 chapters and articles. He has spoken to more than 1300 community colleges and universities since 1970.

Under Dr. Roueche's leadership, NAU has also formed a Community College Advisory Board to enhance leadership development and partnerships that promote community college excellence and nourish the intellectual growth of students. Dr. Roueche stated, "I am elated at the opportunity to help build an atmosphere of academic excellence for students pursuing their graduate degrees. I feel that the university stands for many of the same principles that I have had during my entire career, that is, expanding the possibilities for people to succeed through furthering their education."

"NAU remains committed to offering quality academic programming at the graduate level, and the development of the Roueche Graduate Center will allow us to continue to do so as well as pursue additional graduate opportunities," said Dr. Ronald Shape, Chief Executive Officer of the Company. "To have Dr. Roueche, who is well known in graduate education, lead our efforts is an excellent opportunity for the university. I look forward to seeing more students graduate and succeed under his leadership in our existing master's programs as well as in our future developing graduate programs."

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## ***Making Higher Education More Affordable***

Cost, time, location, and course schedules are just a few of the obstacles facing students today, many of whom are working full time and raising a family. The availability of Open Educational Resources (OER's) has grown substantially. OER's are free and openly licensed educational materials that can be used for both teaching and learning. A subset of OER is Massive Open Online Courses or MOOC's, which are online courses aimed at large-scale participation. While these don't typically offer credit upon completion, they do give students globally, access to high quality learning experiences. The issue at hand is how to validate the material students have learned online.

Excelsior College's Center for Educational Measurement recognized the obstacles facing students and created a way for students to earn a degree through low-cost Excelsior College®-Examinations (ECEs) and UExcel® credit-bearing examinations. These exams have been linked to free Open Educational Resources and Massive Open Online Courses (MOOC) that teach college content. This is one way Excelsior can live up to our motto "what you know is more important than where or how you learned it."

For example, a student can choose to take MIT's Classics in Western Philosophy or the University of Notre Dames' Introduction to Philosophy for free through a MOOC. After completing this online course, the student would take Excelsior's UExcel®-Exam to validate their knowledge. Successful completion of this exam would give 3 college credits in humanities, which are American Council on Education (ACE) evaluated. A student can then apply the credit toward an Excelsior College degree program, transfer the credit to another college or university, or use their exam results for academic placement, employment, professional licensure, or teacher certification requirements.

This option enables students to earn credit at their own pace and on their own schedule. It also helps students obtain necessary credit needed for graduation should their college not offer a course when they need it. Many students have the knowledge thru work or other

experience and find they don't need to take a course – they simply need to prepare for the exam.

To further minimize costs, Excelsior College offers assessment based degrees that include an AS in Business, BS in General Business, or BA/BS in Liberal Studies. These programs can be completed entirely by independent study and exams, and are designed to meet the needs of independent learners looking for a highly flexible and affordable degree program. Excelsior has free content guides, sample test questions and practice tests for over 90 exams available for prospective students to prepare. An entire Bachelor's degree program may be completed for under \$10,000 – less if the student already has some college credit. For more information, please visit the Excelsior College®-Examinations website or the UExcel® website.

To request a list of free Open Educational Resources that match to our exams, please email our academic partnership team at [ccpartnerships@excelsior.edu](mailto:ccpartnerships@excelsior.edu).

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## ***Serving Veterans***

Since its inception, University of Maryland University College has played a pivotal role in educating active duty military stationed across the world, which prevents interruptions in earning a degree. The University has a dedicated group of military and veterans advising teams who provide support to active duty service members and veterans to manage the challenges of being a service member and student. In addition, the military and veteran advising teams assist service members and veterans with navigating their earned benefits to finance their education.

As a result of its commitment, quality education and flexibility, UMUC has been recognized by seven U.S. Presidents, from Dwight Eisenhower to Bill Clinton. In his letter, President John F. Kennedy stated that "the continued education of the members of our armed forces is essential to the future of our country and to our goal of peace with freedom for all peoples." Each of the Presidents' letters touched upon core values that continue to guide our path forward.

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## CCBA Welcomes NAU to the Distance Learning Alliance

### About National American University

National American University Holdings, Inc., through its wholly owned subsidiary, operates National American University ("NAU"), a regionally accredited, proprietary, multi-campus institution of higher learning offering associate, bachelor's, and master's degree programs in health care and business-related disciplines. Accredited by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools, NAU has been providing technical and professional career education since 1941. NAU opened its first campus in Rapid City, South Dakota, and has since grown to multiple locations throughout the central United States. In 1998, NAU began offering online courses. Today, NAU offers degree programs in traditional, online, and hybrid formats, which provide students increased flexibility to take courses at times and places convenient to their busy lifestyles.



## Community College Baccalaureate Association Distance Learning Alliance Members



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