

CAAHETM NEWS NEWS NEWS NEWS

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From the Chair

Managing Technological Change—Any Implications for Adult Education? By Dr. Isaac Owolabi

In our last issue, I acknowledged the changes in our educational delivery and how we need to use the new innovations to change our approach to teaching/learning. Today, I want to briefly challenge us to set a parameter or policy that can guide our practices so as to make the online teaching/learning experience a win-win situation for both learners and facilitators.

Today we are experiencing another surge forward as our venues for teaching/learning from the physical into the virtual (at least we think) challenge the traditional structures by which we have been both bound and constricted. Education (teaching/learning) finds itself dually affecting and being affected by massive technological changes.

I understand the dilemma we face as adult education leaders to keep pace with the growing demands of a diverse population seeking access to higher education. There are yet a number of questions to consider in order to make our practices effective and thorough. Some of these questions are:



1. How can we foster critical thinking while teaching online?
2. How can we maintain or enhance academic advantage, critical to promoting value and advancing the academic ideal?
3. How do we deal with criticisms regarding our inability to meet students' demands or to produce value for money spent, coupled with inflexible teaching methods?
4. How do we create a learning community that fosters collaboration, dialogue, reflection, and transformational learning?
5. How do we address the criticisms of the psychological, spiritual, and ethical issues associated with online learning?
6. How can we teach hands-on skills such as accounting and math, using an online medium?
7. How can we ensure a supportive learning environment and other features of adult learning that facilitators need to understand?
8. How does one handle gender issues in an electronic classroom? Since women comprise a significant proportion of the online enrollment, this issue begs for more attention.
9. What is the appropriate class size, and how will faculty be compensated for an online course?
10. How can we best ensure academic integrity and originality in an online course?

I have barely scratched the surface of the major challenges confronting postsecondary institutions as they attempt to redirect the teaching/learning environment in a technological and information age. By this time, you may well have asked the question: Is it worth it? You bet it's worth it. In spite of so many unanswered questions, I encourage you, my colleagues, to begin exploring new technology as a possible vehicle for teaching/learning. You will not know how effective it is until you try it. With varying degrees of enthusiasm, universities/colleges today "have hurtled themselves into the vortex" of online development and distance delivery in order to serve the needs of their diverse population. How about you?

Finally, I encourage you and your colleagues to join us at Montreat College this June as we focus on teaching/learning in the technological and information age. Best wishes in the new year.

IPD President, Jerry Noble, Retires After 20 Years

Jerry Noble, President of the Institute for Professional Development (IPD), announced on January 12 his decision to retire after almost 20 years of employment with Apollo Group. Jerry led IPD to its current record enrollment of over 19,000 students, a client base of 22 institutions, and employees numbering approximately 310 nationwide. His vision and leadership have touched many, many lives, including over 150,000 graduates of IPD-related adult degree programs. The membership of CAAHE wishes him a wonderful retirement—he has certainly earned it!

Dr. Ron King Named New IPD President

Dr. Ron King, formerly the IPD Corporate Vice President/Educational and Institutional Relations, has assumed the position of President of the Institute for Professional Development. Ron's seven years of experience with IPD provides him with a solid knowledge of the business, which he will blend with his academic experiences from Bradley University, the University of Missouri-Columbia, and Southeast Missouri State University. Ron earned his EdD in Administration and Law from the University of Missouri, his MBA from Southeast Missouri State University, and his BS (with Distinction) from Arkansas State University. Ron's unique combination of traditional higher education teaching/administrative experience and business management will be put to good use in his new role at IPD. His biggest regret is that he will need to leave his role as the CAAHE Institutional Representative for IPD; his biggest fear is that his already-graying hair will fall out. The membership of CAAHE welcomes Ron King as the new IPD President and wishes him every success.

Art Wasserman to Retire

Dr. Art Wasserman, Dean of the College of Business and Management at Cardinal Stritch University, has announced his plans for retirement at the end of this academic year, July 2001. Dr. Wasserman has been instrumental in the dramatic growth of the College of Business and Management since he assumed his position in 1988. During Dr. Wasserman's tenure, enrollment increased from 1,000 students to the present 2,800 students.

Dr. Wasserman's commitment to adult education, coupled with his vast business and teaching experience, enabled Cardinal Stritch to become a leader in the field of accelerated adult education. Although IPD and Cardinal Stritch administrations will miss his leadership, they are happy that Dr. Wasserman will now be able to focus his attention on his music, grandchildren, and teaching. Marlene Lauwasser, Contract Manager, commented, "Art has been a wonderful friend to IPD and to Cardinal Stritch and will be sorely missed. He has given so much to students, faculty, other CAAHE institutions, and to the community at large. His friendship is a lasting gift to everyone who has had the privilege of working with him."

Please join CAAHE in wishing Dr. Wasserman all the best in his retirement.



New Dean Named at Fontbonne College

Gregory F. Taylor has been named Dean of Business Administration at Fontbonne College. He is currently an Associate Professor and Executive in Residence in the business school at Southern Illinois University at Edwardsville. Previously, he was an executive with Stifel, Nicolaus & Company. The Dean of Business Administration is a newly created position at Fontbonne. The dean will oversee the OPTIONS Program, as well as the College's Business and Administration Department. Gregory assumed his new position in January.

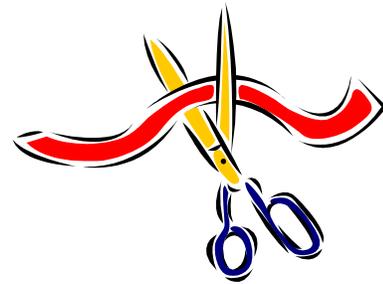
Averett College Announces New “Dean of Business Programs”

Dr. Peggy Wright became the Dean of Averett College’s Business Programs and Graduate and Professional Studies on January 1, 2001. Dr. Wright, a graduate of Averett, Virginia Tech, and NOVA Southeastern, recently completed the Doctorate of Accounting. She has been an instructor in the traditional Averett undergraduate program and in the Graduate and Professional Studies Program. She will have responsibilities for both programs.

Dr. Wright will also serve as the CAAHE Institutional Representative and plans to attend the Annual CAAHE Institutional Representatives Meeting in January.

Gwynedd-Mercy College Celebrates Grand Opening of New Center for Lifelong Learning

On November 28, 2000, the Gwynedd-Mercy College Center for Lifelong Learning (CLL) conducted a ceremonial blessing and open house for the new off-campus learning center. Gwynedd-Mercy College President Sr. Linda Bevilacqua and several of the College’s Sisters of Mercy were on site to welcome the 100 plus visitors to the center and conduct the dedication. Jerry Bladdick, Vice President of the IPD Mid-Atlantic Region, was also able to attend the ceremony. The open house was held from 3 until 8 p.m., and the dedication took place at 5:30 p.m. Students, members of the general public, the press, local area chambers of commerce, and CLL personnel were on hand to observe and participate in the ribbon cutting and blessing of the Fort Washington, Pennsylvania, location.



CLL students attended class at Gwynedd-Mercy’s main campus from February through August 2000. Existing cohort groups were transferred to the new center in September, and several new groups have since started. Once the finishing touches to the build-out were completed, the date for the dedication was set. There were four Associate of Science Degree in Business Administration (ASBA) groups, five Bachelor of Science Degree in Business Administration groups, and one Bachelor of Science in Nursing group in attendance as of November 30, 2000 for a total enrollment of 141 students. ASBA 005 began in mid-December. The staff of the Center for Lifelong Learning is looking forward to a very productive new year!

Recent Promotions at Indiana Wesleyan University

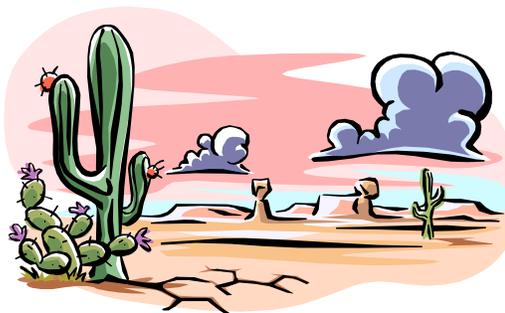


- Dr. Mark Smith has been promoted to Dean of Adult and Professional Studies.
- Dr. Robert Hamill has been promoted to Associate Dean, Adult and Professional Studies.
- Dr. Cynthia Tweedell has been promoted to Director of Accreditation and Assessment, Adult and Professional Studies.

IPD Student and Academic Services Orientation Held in Phoenix

The Institute for Professional Development (IPD) hosted a quarterly Student and Academic Services Orientation at the Phoenix corporate offices November 26–27, 2000. The orientation was designed to help new employees at IPD partner institutions learn more about the services IPD offers. The training was combined with specific content training in areas of responsibility. Personnel (19 in all) from Aquinas College, Baker University, Benedictine University, Cardinal Stritch University, Centenary College, Cornerstone University, Eastern Nazarene College, Fontbonne College, Indiana Wesleyan University, Ohio Dominican College, Shorter College, and Southern Wesleyan University had an opportunity to meet the IPD corporate staff and learn about the following:

- The adult learning model
- Student recruitment
- Study groups and learning teams
- Admission, advisement, and assessment
- Curriculum/instructional design for adult learners
- Assessment of prior learning
- Finding, orienting, and developing faculty
- Quality service challenges and opportunities
- Personality styles



The participants were held accountable for their learning during the culminating activity: a competitive game of E-Jeopardy. The winning team won by a narrow margin, but went home victorious, nonetheless!

Averett College's Roanoke, Virginia, Site Gets a New Home

In October 2000, Averett College's Graduate and Professional Studies classroom site based in Roanoke, Virginia, was relocated to the Roanoke Higher Education Center in downtown Roanoke. During the month of October, 60 students were relocated to the facility, a Virginia Historical Landmark that has been newly converted into a higher education center for Southwestern Virginia.

The building, which was once corporate headquarters to Norfolk and Southern Railroad, was converted to a full-service educational facility offering multimedia classrooms, an on-site cafe, and library and meeting facilities during 1999–2000. Alice Obenchain, Associate Dean of Graduate and Professional Studies, has represented Averett on this project since 1998.

Having offered classes in Roanoke for more than a decade, Averett's relocation to the center was joined by 15 additional Virginia-based colleges and universities including Virginia Tech, the University of Virginia, Hollins University, and Roanoke College. A variety of educational and training programs are offered at the center. Averett's contribution to the mix of offerings includes the Master of Business Administration, the Bachelor of Business Administration, the Associate of Science (Business Administration), and a Leadership Certificate.

Averett has enjoyed a solid presence in the Roanoke Valley for many years and is encouraged by the opportunities for collaboration with member institutions of the center.

Academic Services

Gwynedd-Mercy College Complimented by Middle States Review

The Center for Lifelong Learning of Gwynedd-Mercy College recently underwent a focused visit by the Middle States Association of Colleges and Schools. The reviewer closely examined the process behind Gwynedd-Mercy's decision to offer programs for adult learners and to partner with IPD. The reviewer complimented Gwynedd-Mercy on a number of issues, including the following:

- The deep commitment of Sr. Linda M. Bevilacqua, President of Gwynedd-Mercy College, to the principles of lifelong learning and the mission of the College of providing learning opportunities for working adult students
- The level of support and commitment to this program by the College administration and the way in which the Center is viewed as an integral part of the life of the College
- The "beautiful" and "carefully planned" learning center



Special mention was made of the excellent work done by Joe Coleman, Executive Director; Dr. Rodger Graham, IPD Contract Manager; and Patricia Anasiewicz, IPD Director of Enrollment Development. Their strong commitment to, and respect for, the mission of the College and to the adult student was recognized.

Congratulations to all involved at the Gwynedd-Mercy Center for Lifelong Learning for this excellent report! Keep up the great work!

Baker University Professor Elected Fellow of American Society for Quality

Melissa Hartman, Baker University School of Professional and Graduate Studies Associate Professor of Management, has been elected a fellow of the American Society for Quality. Melissa will be recognized during the 55th Annual Quality Conference in May 2001 in Charlotte, North Carolina.

Indiana Wesleyan University Adds Class Sites

Indiana Wesleyan University is launching a new regional site at Louisville, Kentucky, in January. The University has leased space in the booming northeast corporate corridor and will be offering all of its nontraditional adult programs at this location. Included at the site are several classrooms, student recruitment, advising, a library, and other offices.

Indiana Wesleyan has opened a regional site in Columbus, Indiana. City officials, including the mayor of Columbus, welcomed the University at an open house on December 5. The new facility is located downtown and includes advising offices as well as classrooms.

Online MBA Program at Baker University

Baker University has taken the first step towards offering an online MBA program. The School of Professional and Graduate Studies is preparing its North Central Association (NCA) Self-Study for its upcoming reaccreditation visit and has chosen to include a request to be allowed to offer the MBA program in an electronic format. A date to begin offering the program has not been identified, but this request for permission from the NCA is the first step in that direction.

Fontbonne College Student Receives WebCT's \$5,000 Scholarship

Almut Stephan, a junior in dietetics at Fontbonne College, won WebCT's \$5,000 October Scholarship for her "Online Study Guide for Dietetics Students." This online study guide provides resources and Web links to topics covered in class. It also features email discussion groups, scholarship information, and a calendar of events related to the course of study.



"WebCT's mission is to break down the walls of the classroom so that educators and students can engage in new forms of learning made possible by distributed computing," says Murray Goldberg, WebCT Founder and President, WebCT/Canada. The site helps fellow students create an e-learning environment that fosters inquiry, construction, collaboration, and collective wisdom in the worldwide learning community.

Stephan's study guide is located at <http://www.geocities.com/fontbonne2002/>. She learned about the scholarship opportunity while conducting research for her class, "Strategies for Professional Practice." The scholarship Web site is <http://www.webct.com/scholarship/>.

Assessment Project at Baker University Under Way

Gary Heisserer, Coordinator of Assessment, is providing leadership for Baker University in conducting a systematic review of its existing educational assessment practices. Heisserer has instituted new procedures for enhancing assessment efforts across the School of Graduate and Professional Studies (SGPS). Assessment committees are comprised of full-time and adjunct faculty, SPGS administrative staff, and students. The committees are small in size (six to seven members) and are charged with the task of reviewing (or creating) concise statement(s) of purpose, enumerating learning outcomes at the program level, evaluating the level of "coverage" these outcomes receive in the programs' course curricula, examining the effectiveness of all assessment instruments implemented in the programs (e.g., end-of-course, end-of-program, and graduate surveys; portfolios; comprehensive exams), and recommending changes based on these cumulative efforts. The committees are also designed to work closely with the Baker SPGS administration in areas concerning program review.

The Largest Yet December Commencement

More than 500 Baker University School of Professional and Graduate Studies students were eligible to participate in the December 2000 commencement ceremony, marking the largest number of graduates for any Baker commencement. With over 80 percent participation in commencement, Baker held two ceremonies so family and friends could participate in the celebration of the graduates' accomplishments.

Accreditation

SACS 105th Annual Meeting Review

MaryAnn Holtz, IPD Director of Regulatory Services, took part in the 105th Annual Meeting of the Southern Association of Colleges and Schools (SACS) in Atlanta, Georgia, December 3–6. More than 2,300 delegates attended workshops and seminars on more than 100 topics, took action on accreditation issues, and set policy for the regional accrediting agency. The featured speaker was celebrated poet and actress Maya Angelou, who also is an Adjunct Professor of American Studies at Wake Forest University, Winston-Salem, North Carolina.

A key issue for discussion at this session was the most recent draft of the new accreditation standards being proposed as part of the Accreditation Review Project. The draft document presented at this meeting represents considerable input from the membership and other interested parties. More than 160 institutions commented on the proposed accreditation standards during Spring 2000. At the same time, 50 individuals representing various specializations also provided important comments on issues pertaining to the requirements. During this past October, with support from the Pew Charitable Trusts Foundation, the Commission held six meetings around the southern region to discuss the proposed accreditation requirements and the revised peer review process. More than 1,350 individuals attended the meetings and provided valuable contributions to the process. Following those meetings, the project Steering Committee and Task Force teams met to consider the comments and suggestions generated by meeting participants, as well as those who were unable to attend but took the time and effort to provide written comments to the committees.

Following the annual meeting, the Steering Committee and Task Force teams plan to meet in January to consider additional modifications or changes to the document. During February–March 2001, the Commission will distribute a revised draft document for final comment. Following that comment period, teams will review these suggestions, modify the document, and forward a revised document for consideration and endorsement during the Commission's June 2001 meeting. The proposal will then be forwarded to the membership and other interested parties during Fall 2001. The final proposal will be presented to the membership for a formal vote by the representatives of the College Delegate Assembly in December 2001. If the membership approves the proposal in December 2001, the Commission will establish a transition period for implementing the accreditation standards and the revised peer review process.

A full version of the principles and requirements for accreditation can be found at <http://www.sacscoc.org>. Key terminology currently being used within the proposal includes:

- Core Requirements function in a manner similar to the current Criteria for Accreditation's Conditions of Eligibility. All institutions seeking initial membership or seeking reaffirmation of accreditation are required to demonstrate that they meet all core requirements.
- Comprehensive Standards function in a manner similar to the current Criteria for Accreditation's must statements in terms of meeting the standard of sufficiency in the Commission's accreditation decisions.



SACS 105th Annual Meeting Review, continued

- The proposed comprehensive standards are fewer in number than is presently the case with the must statements. They are also more focused on critical factors, less redundant, and provide institutions with greater flexibility in demonstrating compliance in light of their institutional missions.
- Guidelines function as indicators or the patterns of evidence the Commission would normally expect to be present when determining the overall quality and capacity of an institution, representing the norms or commonly accepted standards of good practice within the larger community of the Commission's membership in making such decisions.

The Commission continues to seek input in the proposed standards. The Web site is being updated as changes occur.

12-Hour Rule Regulations



Early in October, IPD learned that the Department of Education (DOE) was planning to hold public discussions regarding possible modifications to the 12-hour rule regulations. The purpose of these discussions was to explore ideas and issues between the higher education community and the DOE related to federal student financial assistance for students enrolled in programs offered in nontraditional educational formats. This would include the 12-hour rule regulations that define what constitutes a week of instructional time for educational programs not structured in standard terms.

While the DOE had held a number of meetings early in the year regarding the 12-hour rule, it concluded that a change in the regulations should not be made without further discussion of the issues related to the calculation, awarding, and disbursing of federal student financial assistance for students in these programs. Instead of proposing rules in this area, the DOE decided to have additional discussions with the higher education community on these topics. The DOE felt that such discussions could help identify issues and explore possible alternatives to the current approaches.

On October 12, 2000, Kristen Vedder, IPD Regional Director of Accounting/Director of Student Financial Services, and Mary Ann Holtz, IPD Director of Regulatory Services, attended the first of a series of meetings along with 50 other attendees. Also present were Dr. David Spittal, President, Southern Wesleyan University; Dr. Gary Streit, Vice President of Academic Affairs, Olivet Nazarene University; and Dr. Carol Maxson, Dean, Olivet Nazarene University. A number of the higher education organizations were represented, as well as a wide variety of institutions. The Department and the Office of Postsecondary Education (OPE) were represented by Dr. A. Lee Fritschler, Assistant Secretary for Postsecondary Education; Maureen McLaughlin, Deputy Assistant Secretary, OPE; Marianne Phelps, Director of the Distance Learning Demonstration Program; Carney McCullough, Staff Officer to the Deputy Assistant Secretary, OPE; and Jack Kristy, Deputy General Counsel for Postsecondary and Legislative Affairs.

Dr. Fritschler opened the meeting by stating that the purpose of this session was to find ways to expand Title IV eligibility to nontraditional programs while protecting federal interests. He pointed out that American higher education, in general, supports the principle that students do better in a classroom in close proximity to a professor and other students, and that the current 12-hour rule tries to reflect that principle. McLaughlin emphasized that the purpose of the meeting was to listen, to learn, and to identify issues for further study. She said that work groups would be formed to discuss alternative solutions to the 12-hour rule and other rules that constrain nontraditional programs.

12-Hour Rule Regulations, continued

Representatives of the higher education community made the following points:

- The rule is too complicated and highly misinterpreted by schools.
- Many schools refuse to engage in nontraditional programs for fear of violating this confusing rule.
- Many schools that do engage in or attempt to engage in nontraditional forms of education delivery force the programs to mirror what is required in Title IV regulations and thus inhibit creativity.
- Some schools simply refuse to offer Title IV student aid to students enrolled in their nontraditional programs for fear of audit liability.
- Some in the audience raised the question of major regulatory reform, and DOE officials quickly pointed out their opinion that Congress was not at all interested in regulatory reform in higher education due to the widespread fraud and abuse of the late 1980s.

Dates for follow-up focus group meetings were then announced. The first session, held on November 28, centered on issues relating to the “quality” of education in nontraditional programs, including the 12-hour rule as a measure of the amount of instruction being provided, what information institutional accreditation provides as a measure of quality, and other possible measures of quality. The attendees examined the need for a quality measure that could replace the 12-hour rule, discussed whether accreditation standards would be sufficient to determine eligibility for financial assistance, and discussed the possible risks of removing the 12-hour rule while still protecting the integrity of student financial aid. A key component to this latter question will be to find a measure that will hold up to the congressional concerns of potential fraud and abuse. Furthermore, attendees discussed the possible need for a quantitative measurement, consenting that the same measurement, especially one based on the traditional model, may not fit every situation.

The second focus group, held on December 1, focused on “time” and its use in the calculation and disbursement of student financial assistance, including possible alternatives to time and the 12-hour rule as a measure of the amount of instruction being provided. This meeting was attended by Robert Collins, Apollo Vice President of Financial Aid.

The third group, which met on December 8, focused on the organization principles used in the student financial assistance programs (i.e., standard terms, nonstandard terms, and non-terms) to examine whether they work for nontraditional educational programs or whether new approaches are necessary or desirable. The group also discussed the capacity of institutional and DOE systems to handle nontraditional term structures. Kristen Vedder attended the third meeting.

The DOE recently held a fourth meeting on Monday, January 8, 2001. This meeting provided an opportunity to share information from the focus groups with the larger group and to identify and explore possible next steps. McLaughlin reported three issues that came forward from the focus groups: (1) establishing consistency across programs, (2) the 12-hour rule, and (3) a student-based delivery model. A large portion of the discussion centered on alternative methods for distributing funds, primarily by a student-based delivery model. However, few details of this model have been determined.

The DOE expressed their appreciation to all those who participated in the sessions. They felt that the process had been very informative. They will be preparing a report to Congress, which will include the findings from these meetings by March 31. Given the impending change in administration, it is unknown what future action the Department will take.

Student Services

Class Representative Appreciation Breakfast

Fontbonne College held its first OPTIONS Program Class Rep Appreciation Breakfast and Leadership Training Seminar on November 18. Cheryl Baugh, Assistant Professor of Communication at Fontbonne, presented strategies for effective group communication to the 18 representatives in attendance. Since the class representatives assume added responsibilities beyond meeting their program requirements, Fontbonne wanted to provide professional training to assist them in their important leadership role. The results of a post-seminar survey were that 93 percent of the attendees felt the seminar was beneficial to them as students and as class representatives.

The seminar was funded by a grant from the Teagle Foundation. The grant provides funding for three leadership training seminars per year. Suggested topics for future training seminars were conflict management, time management, and ways to keep groups motivated.



Student Satisfaction in Adult Programs High

Good news! Student satisfaction in adult programs is much higher than in traditional programs. A recent study by the Council for Christian Colleges and Universities indicated that 67 percent of graduating seniors from traditional programs “probably” or “definitely” would choose their same college again. Dr. Cynthia Tweedell, Coordinator of Assessment at Indiana Wesleyan University, has found that in answer to the same question, 94–100 percent of adult alumni at Indiana Wesleyan would choose the program again. Why such a dramatic difference? Obviously, Indiana Wesleyan’s cohort model with its emphasis on experiential, practical learning is very successful among adults!

Studies Show Spiritual Growth

At Indiana Wesleyan University, the Adult and Professional Studies Division has moved closer to its Christian roots. Recent alumni studies of the Bachelor of Science in Management and Master of Science in Management programs indicate statistically significant improvement in perceptions of the “spiritual emphasis” of the program when early graduates are compared with more recent graduates.

Welcome

New Director of Academic Development

IPD is pleased to announce the appointment of **Dr. Deborah Hamilton** to the position of Director of Academic Development. Dr. Hamilton fills the position formerly held by Linda Knutson, who has moved to Seattle with her husband.

Dr. Hamilton brings over 11 years of teaching experience at the university and college level, having worked with both traditional and adult learners. She has created, developed, and implemented various foreign language and culture curricula at the college level. She worked with faculty to develop Web pages and online courses. Additionally, she worked in the corporate financial services environment providing financial planning, corporate training, and specialized seminars.



Dr. Hamilton received her PhD in French Cultural Studies and Pedagogy from Pennsylvania State University. From the University of South Florida, she received an MA in French History and Literature, a BA in International Relations, and a BA in French Studies. She also studied at the University of Texas for an MA in Political Science. She was a full-time faculty member at Augustana College in Illinois and also taught at Pennsylvania State University, where she rewrote the university's intermediate French language distance learning course.

Please join IPD in welcoming Dr. Hamilton. She brings a spirit of collegiality, a sense of humor, a keen mind, and a sincere interest in others to her position, and looks forward to working with all!

Shorter College Welcomes New Faces

Carol Hill has joined Shorter College's School of Professional Programs as Registrar. Her most recent experience has been with Georgia-Pacific Corporation, working with the Environmental Audit Group. Carol has a Bachelor of Science degree and an MBA.

Philip Hawkins has been hired as Director of Student Services for Shorter College's School of Professional Programs. Philip was the Director of Educational Support at the Rome campus. Philip has a Bachelor of Science degree and a Master of Education degree, and is currently working on a PhD.

New Contract Managers

IPD is pleased to announce the appointment of two new Contract Managers: **Jack Farrell** at Medaille College and **Dr. Paul Smith** at Shorter College. Jack Farrell brings to IPD and Medaille College an extensive background in sales and management in major corporations including Sears, Target Stores, and Lowe's Home Improvement. Jack holds a bachelor's degree in marketing from the Rochester Institute of Technology.

Dr. Paul Smith comes to IPD and Shorter College from the University of Phoenix (UOP), where he has served as Director of Academic Affairs for the Louisiana Campus since 1998. In addition to his experience at UOP, he also chaired the Technology Division at Delgado Community College in New Orleans for three years. Dr. Smith retired from the United States Air Force as a Career Officer and Combat Rescue Helicopter Instructor Command Pilot, after serving for 20 years.

Enrollment Update

Ending December 2000

Albertus Magnus College		Centenary College		Ohio Dominican College	
ASBM	578	AALA	140	ASB	251
BSBM	467	<u>BSBA</u>	<u>136</u>	BABA	184
<u>MSM</u>	<u>262</u>	Total	276	<u>Bridge</u>	<u>31</u>
Total	1,307			Total	466
Aquinas College		Cornerstone University		Olivet Nazarene University	
ABM	40	ASB	160	BBA	37
BSBA	13	ASC	111	BSM	47
<u>BSMIS</u>	<u>16</u>	BSBA	58	BSN	75
Total	69	BSM	163	MSN	17
		<u>BSML</u>	<u>49</u>	<u>MBA</u>	<u>93</u>
		Total	541	Total	269
Averett College		Eastern Nazarene College		Shorter College	
ASB	319	ASB	185	AA/AB/AC	446
BBA	499	BAM	107	BSBA	218
<u>MBA</u>	<u>467</u>	BSBA	159	BSM	162
Total	1,285	<u>MSM</u>	<u>60</u>	Certificates	0
		Total	511	Gen. Ed.	62
Baker University		Fontbonne College		<u>MBA</u>	
AAB	390	SUPP	0	Total	922
BBA	281	BBA	339		
BSM	203	GATE	54	Southern Wesleyan University	
MBA	469	MBA	208	Step I	415
<u>MSM</u>	<u>151</u>	<u>MGT</u>	<u>80</u>	Step II	248
Total	1,494	Total	681	BSBA	441
				BSM	142
Belhaven College		Gwynedd-Mercy College		<u>MSM</u>	
BRID/AA1	135	ASB	87	Total	1,298
MINI/AA3	16	BSBA	62		
BBA	347	<u>BSN</u>	<u>12</u>	Thomas More College	
BSM	64	Total	161	GTWY	48
AA2	24			BBA	93
MBA	98	Indiana Wesleyan University		BBA-C	18
<u>MSM</u>	<u>0</u>	ASB	1,473	<u>MBA</u>	<u>142</u>
Total	684	BSBIS	236	Total	301
		BSM	452		
Benedictine University		BSBA	412	Wesley College	
AABA	185	BSA	79	ASB	164
BAM	16	MBA	720	BBA	127
MED	34	MBA online	69	<u>MBA</u>	<u>9</u>
<u>MBA</u>	<u>0</u>	<u>MSM</u>	<u>329</u>	Total	300
Total	235	Total	3,770		
				William Penn University	
Cardinal Stritch University		Medaille College		GWY	206
ASB	804	ASB	82	AAL	79
Certificates	113	BBA	154	<u>BAB</u>	<u>384</u>
BSM	442	<u>MBA</u>	<u>59</u>	Total	669
BMIS	244	Total	295		
BSA	33			Montreat College	
BSBA	327	ASB	225	ASB	225
MBA	538	BBA	335	<u>MBA</u>	<u>71</u>
MSM	117	Total	631		
<u>MBA-H</u>	<u>38</u>			TOTAL: 18,821	
Total	2,656				

Article Submissions

Thank you to everyone who contributed articles and information for this issue. We encourage anyone who wishes to submit articles to be included in the April 2001 issue to do so by March 15, 2000. Please email your written articles, in Microsoft Word to Kasey Johnson at kasey.johnson@apollogrp.edu.

Send comments and questions for the CAAHE Newsletter to Sue Salter at sue.salter@apollogrp.edu.

Visit the CAAHE Web site at <http://www.caahe.org> for a calendar of CAAHE activities, an archive of past CAAHE publications, an online CAAHE Member Institution directory, and CAAHE Services such as the CAAHE Online Booklist and the CAAHE Global Distribution Lists.

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