

# CAAHE<sup>TM</sup> NEWS NEWS NEWS NEWS

Consortium for the Advancement of Adult Higher Education

Volume 11, Number 3  
July 2001

<http://www.caahe.org>

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## From the Chair

### CAAHE—Let's Make a Statement—We Will Change the World By Dr. Mark A. Smith

Greetings from your new Chair. I am Dr. Mark A. Smith, Dean of the College of Adult and Professional Studies at Indiana Wesleyan University. I have worked at Indiana Wesleyan for six years, during which I have been involved in almost every aspect of running an adult program. I am excited about the future of Indiana Wesleyan and CAAHE.



Well, enough about me. Upon being elected to this position, my mind began to wonder. I know that causes concern, but I did it anyway. My wondering focused on these questions: How will CAAHE contribute to the twenty-first-century education process? How will CAAHE be known? How does CAAHE want to be known? Does anyone take notice of CAAHE?

With these questions lingering, several ideas began to develop in my mind. I share these with you to promote, provoke, and create a dream. Will CAAHE impact our world? Let's make a statement.

First, in order to make a statement, we must be organized and have systems to support our talk. I would challenge CAAHE to do the following this year in regards to organization:

- Develop an organizational system for the annual conference planning.
- Develop a system for public pronouncements/goals.
- Create a conference planning guide with timelines and duties for the commission conferences.

Second, CAAHE must be challenged to lead the way in academic practice. We are academic institutions with innovative approaches to education. We must have the highest-quality programs and develop the best practices. We must assess our programs and change practices that are weak academically. Thus, let's make a statement this year by doing the following:

- Presenting our best practices at each conference. (We don't need vague discussions, instead we need real academic substance. Let's make this year's commission conferences the best ever by working on all presentations and supporting them with scholarly handouts and scholarly research.)
- Collecting best practices and posting them on the CAAHE Web site for all to see.
- Pursuing excellence by continuous dialog through our discussion. (I would like for all Institutional Representatives to bring a one- to three-page best practice to begin this discussion at our meeting in Phoenix. This will begin the process. We will make our meeting time profitable.)

Last of all, CAAHE must be involved in disbursement of scholarly work in the academic arenas. Since many people do not know about us, let's adopt an agenda of stature. We will become adult education leaders. We will be the place that people turn to for answers with regard to adult program questions. We will be known by doing the following:

- Presenting at major conferences and discussing adult programming
- Publishing articles about quality adult practices
- Focusing on opportunities for collaborative scholarship

You see, I believe CAAHE can change the education community. Will we make a statement?

## Meetings and Conferences

### 2001 Academic Services Conference to be held in Phoenix, Arizona

If you are involved in hiring and developing adult program faculty or responsible for curriculum development, mark your calendars and plan to attend the Annual Academic Services Conference to be hosted by IPD on November 1 and 2, 2001. This year's conference theme is "Institutional Effectiveness in the Twenty-First Century." A general session for both curriculum and faculty groups is being planned to provide a comprehensive overview of institutional effectiveness, looking at the academic assessment endeavor as a comprehensive and organic whole, linking academic, human resources, and curriculum areas within one strategic plan. There will also be individual workshop sessions that focus on the respective challenges of faculty education and development, and curriculum development and process management. For more information, contact Dr. Deborah Hamilton, IPD Director of Academic Development, at [deborah.hamilton@apollogrp.edu](mailto:deborah.hamilton@apollogrp.edu) or (480) 557-1232.

### 2001 CAAHE Conference a Huge Success

The eleventh Annual CAAHE Conference was kicked off on Wednesday, June 6, 2001, at Montreat College's beautiful campus located near Asheville, North Carolina. The 161 participants from twenty-one institutions were welcomed with a traditional mountain hoedown in Montreat's "barn" (where else would you have a hoedown?). For those individuals who had not square danced in a while, this was quite an experience (and a site to behold for those opting to watch rather than participate). Campus tours were also provided, guiding participants through the beautiful mountain landscape. Several returned with packages containing jewelry, apparently having stopped in a gift shop along the trail.



Following this evening of entertainment sponsored by the Institute for Professional Development and Aramark, the conference got into full swing with keynote speaker Dr. Scott Siddall of Denison University discussing his experience related to "Time and Technology: Is There Room for Innovation?". Each of the CAAHE Commissions and the Institutional Representatives had ample time to conduct focused business meetings, then grab lunch (literally—boxed lunches were provided for participants who wished to dash and dine). The afternoon was filled with ten concurrent workshops on a wide variety of topics focused on the conference theme "Redefining Teaching, Learning, and Services in the Digital Age." The first day was capped off with the CAAHE Awards Banquet, during which time the Paul E. Hoffner Outstanding Service Recipients were recognized, as was the IPD Annual Achievement Award recipient.

Friday was filled with eleven more concurrent workshops, an IPD update, and a lively interactive keynote session conducted by Dr. Barbara Bailey of Shorter College on "A Constant in a Changing World." Participants in this session were seen swarming all over the ballroom of the Renaissance Asheville Hotel, looking for folks who drove the same type of car, had traveled to the most countries, or had the most grandchildren. This exercise demonstrated for many participants how we react to change and how we sometimes expect our students to adjust to new experiences. Lunch was sponsored by McGraw-Hill, who also provided the keynote speaker, Anne S. Parker of Strategic Consulting Services, whose topic was "Critical Factors for E-Learning."

## 2001 CAAHE Conference a Huge Success, continued

The conference closed with a photo collage taken throughout the two days, numerous door prizes (you had to be present to win!), reflections of participants, and tremendous gratitude on the part of all participants for the extremely warm hospitality and outstanding conference coordination demonstrated by this year's host institution, Montreat College. It was definitely one of those conferences that will long be remembered for the fun, beautiful surroundings, fantastic workshops and keynote sessions, and fabulous networking opportunities!

THANK YOU, MONTREAT COLLEGE!

\*A complete 2001 Annual CAAHE Conference Agenda can be found archived on the CAAHE Web site Publications page at <http://www.caahe.org/publicationsf.htm> after August 1, 2001.

## CAAHE Elects Executive Board

The Institutional Representatives elected the new CAAHE Executive Board members who will serve from June 2001 to June 2002:

Chair	Dr. Mark Smith, Indiana Wesleyan University
Vice Chair	Dr. Merrill Douglass, Shorter College
Past Chair	Dr. Isaac Owolabi, Montreat College
Secretary/Treasurer	Judy Johnson, Institute for Professional Development
Executive Director (nonvoting)	Sue Salter, Institute for Professional Development

## Commissions Elect Officers

Each CAAHE Commission elected officers during its business meeting held on June 7, 2001. Thanks to the following individuals for agreeing to serve in leadership roles during the 2001–2002 term:

### Student Services Commission

Chair	Nancy Atkins, Averett University
Vice Chair	Victoria Serrano, Cardinal Stritch University
Secretary	Rosette DuBois, Albertus Magnus College
Volunteer Secretary	Susan Kottke, Medaille College

### Curriculum Commission

Chair	Karen Bilda, Cardinal Stritch University
Vice Chair	Linda Hauber, Baker University
Secretary	Nancy Zarse, Averett University

### Faculty Commission

Chair	Jan Jones, Shorter College
Vice Chair	Abby Fapetu, Montreat College
Past Chair	Scott Palmer, Ohio Dominican College
Secretary	Open

## Paul E. Hoffner Outstanding Service Award Recipients Recognized

The 2001 Paul E. Hoffner Outstanding Service Award recipients were recognized recently at the eleventh Annual CAAHE Conference Awards Banquet. The initiator of CAAHE's formation, Dr. Paul E. Hoffner, was a teacher, administrator, respected colleague, leader, and mentor. He possessed unmatched communication, negotiation, and management skills and a thorough understanding of academic and regulatory issues. Dr. Hoffner utilized these skills by assisting CAAHE Member Institutions in expanding their vision to serve working adult students in an effective, efficient manner. His efforts left a legacy of opportunity both for the CAAHE Member Institutions he worked with and the adult students they serve.

### **Dr. Larry M. Lindsay, 2001 Faculty Recipient**

The 2001 Faculty Recipient, Dr. Larry M. Lindsay, stands as a respected leader of both students and faculty at Indiana Wesleyan University. One colleague writes, "In my twenty years of teaching in higher education, I have seldom met any as dedicated and inspiring as Larry. He is a truly great role model for his students and colleagues." Another associate states, "His positive 'can do' attitude is refreshing and encouraging and has prompted me to strive for new levels of excellence in my collaborative work with him."

Dr. Lindsay is a professor in Graduate Studies in Education at Indiana Wesleyan University. He served as Director of Graduate Studies in Education from 1995–1998. He recently coauthored a book entitled *Leading Change in Your World*, which will serve as a major textbook for courses in the Adult and Professional Studies programs at Indiana Wesleyan University. Presently, he is working to develop the Educational Leadership Program for Indiana Wesleyan University.

Dr. Lindsay is characterized as a man of the highest moral character whose professional style embodies "integrity, adaptability, trustworthiness, and a vision of the future." He is a mentor for new faculty as well as an enthusiastic and caring educator. One student comments, "Dr. Lindsay did an excellent job of motivating, inspiring, and guiding me to believe in myself and to use my strengths for change."

In reviewing the 2001 nominations, Katie Hoffner was impressed by Dr. Lindsay's ability to elevate others to higher standards. She also noted that he has motivated both colleagues and students to strive for greater excellence in their personal and professional lives, a trait that Dr. Hoffner personally exhibited many times in his professional career.

### **Erik Chuprevich, 2001 Staff Recipient**

"He is one of the most truthful, honest, and caring individuals I have had the pleasure to meet and work with at Montreat," writes one student of the 2001 Staff Recipient, Erik Chuprevich. As the Library/Computer Technology Coordinator for the School of Professional and Adult Studies at Montreat College, Erik is an outstanding individual who constantly goes the extra mile to be of service to both staff and students.

Whether he is answering questions, finding solutions to computer problems, or assisting students with research in the library, Erik is always ready to help. Students can attest to the countless times he has cheerfully saved the day. One student states, "Although he may be having a hectic day, if someone needs assistance, he volunteers. One does not even have to ask for his help." Another student explains how Erik's patience and problem-solving abilities impacted her: "Erik has been instrumental in my decision to enroll and stay at Montreat as part of the MBA program. In several instances when my frustration was overwhelming, Erik just seemed to be there at the right time and was just calm enough to soothe the situation."



## Paul E. Hoffner Outstanding Service Award Recipients, continued

Not only does Erik demonstrate an extraordinary aptitude for his work, he also shows great personal character. "Erik possesses the kind of Christian spirit that is evident in the way he does his work and in the way he interacts with the staff and students," writes one student. Another student describes his outgoing and friendly nature, saying, "Whenever you see Erik in the hall or in the library, he always speaks and asks how our classes are going. He always seems to remember everyone's name and what cohort he or she is in."

Katie Hoffner reviewed all of the 2001 Staff Recipient nominations and had this to say of Erik: "He appears to have no other agenda except to be of service to the student" and "He sounds like a remarkable young man who truly cares about others."

## IPD Annual Achievement Award

IPD awarded an outstanding employee with the second IPD Annual Achievement Award during the Annual CAAHE Conference Awards Banquet on June 7, 2001, in Asheville, North Carolina. The recipient best exemplifies outstanding achievement and exhibits the following qualities:

- Demonstrates exceptional service to IPD and IPD Partner Institutions, strengthening the partnership
- Contributes to the growth and success of both organizations
- Practices superior relationship building with all customers, including all staff, administration, faculty, students, corporations, vendors, management, and so forth
- Expresses dedication to continual improvement and growth in all responsibilities assigned
- Proves successful in problem solving when faced with any challenge
- Displays model ethical behavior and uncompromising integrity



IPD congratulates Katherine Pappas-Smith, recipient of the 2001 IPD Annual Achievement Award. Katherine has worked for IPD at Averett University for nearly thirteen years, since she began as a Marketing Representative at the beginning of the partnership. Serving as Regional Marketing Manager for the Southern Virginia Region, Katherine exhibits the high standards and criteria that this award represents. She has been instrumental in the growth of Averett University's Graduate and Professional Studies program, helping to launch the Richmond campus in 1992 and continuing to recruit student after student.

The evening was a very special one for Katherine, who was honored with a beautiful crystal Achievement Award for her outstanding performance and contributions. Colleagues and family members of Katherine were present, surprising her with flowers and congratulating her with a standing ovation. IPD extends warm appreciation to Katherine for her superior performance, exceptional service, and dedication to adult higher education.

Additionally, through a joint effort of IPD Contract Managers and the CAAHE Institutional Representatives, the following exceptional employees were nominated to receive this reward: Jan Asnicar, Regional Vice President, Midwest Region; Kevin White, Division Accountant, Belhaven College ASPIRE Accelerated Degree Program; Frances Tamboli, Contract Manager, Aquinas College PRIMETIME Program; Traci Boatman, Marketing Administrator, Shorter College School of Professional Programs; and Barbara Keppers, Marketing Support, Montreat College School of Professional and Adult Studies. Please congratulate the nominees for their excellence, their dedication and service to each institution, and their commitment to adult higher education.

## CAAHE Financial Aid Commission Approved

The CAAHE Institutional Representatives approved a motion to establish a Financial Aid Commission. The request was originally submitted for approval in January, but a final vote was not achieved until the Institutional Representatives met during the Annual CAAHE Conference. The mission statement and purposes, drafted by the inaugural committee members, are as follows:

### Mission

To establish effective methodologies for communicating financial aid information amongst CAAHE Member Institutions, thereby raising the level of awareness of Title IV impact on the nontraditional education process.

### Purposes

- Promote compliance with Title IV and applicable state regulations.
- Identify impact of Title IV regulatory updates on all functional areas and advise appropriate institutional staff of such impact.
- Establish a forum for sharing best practices and identifying issues common to all client institutions.
- Establish a presence in the educational community as the premier group of experts in nontraditional methodology.



Thank you to the committee members that volunteered to serve on the first Commission. They have a few tasks ahead of them in firmly establishing this Commission. The members include Bonnie Deese, Aquinas College; Pam Harris, Averett University; Holly Ulland, Cardinal Stritch University; Carol Strauss, Centenary College; Lois Kelly, Indiana Wesleyan University; Kristen Vedder, Institute for Professional Development; and Sandra Gillyard, Arthur Andersen.

Please contact Kristen Vedder if you are interested in serving on this Commission or would like to have input in drafting the bylaws.

## 2001 Financial Aid Conference

Annual IPD Financial Aid Conference participants joined the CAAHE Conference participants in the hoedown at the Montreat College campus in North Carolina. They enjoyed an evening of music, square dancing, and tours through the beautiful mountain landscape.

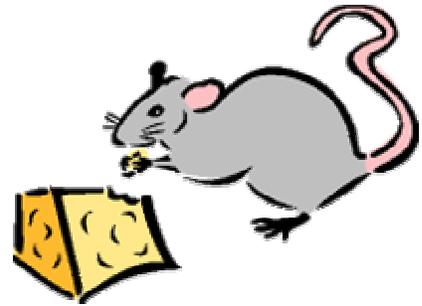
After a very entertaining evening, the conference kicked off with a discussion of our favorite topic—Return of Funds. Additional discussions were held on a variety of current topics including the 12-Hour Rule, Distance Education, Veteran's Benefits, Master Promissory Note, and Verification. A loan and Pell processing workshop was also held to assist locations in reviewing their institution's calendars and programs. Joining Student Services staff for a roundtable proved to be a forum for sharing best practices within the consortium. To complete this year's conference sessions, a regulatory update also took place, providing participants with the latest Title IV regulations.

Conference surveys have not yet been compiled. Results will be published in the next newsletter. We welcome suggestions for next year's conference. Based on preliminary feedback, it will likely include a number of roundtables to provide a forum for sharing innovative ideas and practices.

For those of you who were unable to join us...we missed you. However, conference materials have been mailed to each of you. If you have not received these materials, please contact Kristen Vedder at [kristen.vedder@apollogrp.edu](mailto:kristen.vedder@apollogrp.edu) as soon as possible.

## 2001 Student Services Conference

Conference evaluations have been reviewed and tabulated, and the Annual IPD/CAAHE Student Services Conference, which was held at the Airport Embassy Suites in Nashville, Tennessee, on April 19 and 20, 2001, was a great success with participants! A record sixty-seven registrants from twenty CAAHE Member Institutions and the Institute for Professional Development attended the two-day conference, which was cohosted by Aquinas College and PRIMETIME staff members.



Conference logistics such as the site, lodging accommodations, organization, food, and entertainment all received excellent ratings. Participants described the attitude and atmosphere of the conference as "warm," "reflective," "caring," and "inspiring." A summary of the conference evaluation will be emailed via the Student Services global distribution list.

Conference participants praised the conference's theme, keynote speakers, and topics. This year's theme, "Creative Leadership: Dealing with Growth and Change," was interwoven throughout the conference. The opening keynote speaker, Dr. Barbara Bailey of Shorter College and The Bailey Group, spoke on "Dealing with Change," using the book and video *Who Moved My Cheese?* as a starting point to help participants begin crafting a personal mission statement. IPD gave copies of the popular book by Spencer Johnson and Kenneth Blanchard to conference participants. Sample comments about Dr. Bailey's presentation are as follows: "She was wonderful! Thank you so much." "Very eloquent and knowledgeable." "She is energetic and fun to listen to." "It helped me re-identify my mission and I saw many ways I can give direction to my staff to help them identify their role in our work mission."

Dr. Suzanne Metzger of Corporate Masters, Inc., got the second day of the conference off to a rousing, good-humored start with a presentation on "Developing Self-Control and Self-Assurance." Her keynote address on the keys to building self-esteem was peppered with humorous anecdotes and wisdom. Both speakers received enthusiastic reviews from conference participants. Sample comments about Dr. Metzger's presentation are as follows: "Presenter was excellent!" "Amazing presentation!" "Motivational and inspiring!" "Added humor to a serious subject." "The speaker confirmed that self-actualization is not selfishness. Change is acceptable and important to our growth and development. Habits are incredible things to change. Success comes with one change at a time."

The ambitious agenda also included workshops on "Grant Writing for Student Services" by Dr. Deborah Hamilton, IPD Director of Academic Development; "Student Services and the 12-Hour Rule" by Kristen Vedder, IPD Director of Student Financial Services/Regional Director of Accounting; "Evaluating Military Training" by Diana Gross, American Council on Education; "E-Advising: A Menu for Success" by Julia Okun and Lisa Youretz, Cardinal Stritch University; "Meeting Students' Academic Needs in Experiential Learning through Technology" by Dr. Effie Hacklander, University of Phoenix; "Student Retention and Reentry Strategies" by Michelle Kruse and Brian Beattie, University of Phoenix; "Academic Advising: Focusing Our Service, Expanding Our Influence" by Leslie Gay, Michelle Hammond, and Jeff Hency, Indiana Wesleyan University; and "Student Services and IPD: Achieving Seamless Unity" by Nancy Atkins, Averett University. Participants commented on the excellent quality and variety of the workshops.

Facilitated roundtable discussion topics during lunch the first day included the following: "The Counseling Needs of Adult Learners," D'Lanna Mason, Aquinas College, and Nancy Atkins, Averett University; "The First Courses," Terri Beauregard, Baker University, and Rosette DuBois, Albertus Magnus College; "Student Retention," Debbie Ellison, Averett University; and "Adult Program Staffing and Structure," Jane Stover, Cardinal Stritch University.

On Thursday evening, participants enjoyed dinner and lively musical entertainment on the General Jackson Riverboat Cruise. The conference ended on Friday afternoon with a special treat: ice cream sundaes with all the trimmings, a conference T-shirt, and a certificate of completion for all attendees.

## 2001 Student Services Conference, continued

The success of this conference depended upon collaboration and teamwork among a large group of individuals, and I would like to take a moment to express my appreciation and thanks to Sister Mary Evelyn Potts, O.P., President of Aquinas College; CAAHE; the CAAHE Student Services Commission's Conference Planning Committee; IPD's President Dr. Ron King; and our IPD Partner Institutions for their support of this conference every year.

Individuals I would like to spotlight for their special efforts are the following: Judy Johnson, IPD Academic Affairs Coordinator; Gina Rosamilia, IPD Creative Services Coordinator; D'Lanna Mason, Director of Student Services for Aquinas College; Francis Tamboli, IPD Contract Manager at Aquinas College; Jane Baker, IPD Regional Vice President; Vikki Serrano, Director of Student Services for Region II at Cardinal Stritch University; Nancy Atkins, Student Services Coordinator at Averett University in Richmond; and Rosette DuBois, Stamford Site Coordinator and Educational Counselor at Albertus Magnus College. Without each of you, we could not have done it! Special thanks also go to all presenters, roundtable discussion facilitators, and participants who made this year's conference another memorable event!

### Academic Services

#### Baker University SPGS Administrative Office Relocation

In late April, the Baker University School of Professional and Graduate Studies and IPD administrative staff relocated to new offices at 8001 College Boulevard, less than one mile west of the current business/management classrooms at 6600 College Boulevard in Overland Park, Kansas. The staff had outgrown the administrative office space and had been housed in two separate office locations for two years. The new office space, with more than 15,000 square feet, is large enough to house all departments, with some room for future growth. Currently, more than fifty people call these new offices home during work hours. In addition to the administrative offices, Baker University leased additional space on the second floor to house four classrooms for graduate programs in liberal arts and education.

#### Former Baker University Regional Director to Present at Adult Higher Education Alliance/ACE Conference

John Horn, formerly the Regional Director of Baker University's Wichita campus, was selected to present a paper and lead a discussion at the twenty-first Adult Higher Education Alliance/ACE Conference in Austin, Texas. The title of his paper and presentation is "Adult Learners—Students or Customers?" John has recently relocated to Nashville, Tennessee, to provide direction for Aquinas College's adult program. Congratulations and good luck at Aquinas College! John will be missed by all of his colleagues at Baker but will continue to be part of the CAAHE family.

Dr. Melissa Hartman will assume responsibility for the leadership of Baker's adult program at the Wichita campus. Dr. Hartman has served on the Baker faculty for three years, first as an adjunct faculty member and then as a full-time faculty member for one year.

## Medaille College Holds Leadership Seminar for Class Representatives

This year Medaille College decided to use a different approach to show appreciation for its class representatives. Medaille had been searching for a way to honor these students who give insight into its adult programs but had found that the students were often too busy to participate in the parties and picnics that were planned for them. So instead of holding a party for the representatives, as had been done the year before, Medaille decided to hold a creative leadership seminar on change.

The idea for a seminar came after Medaille College representatives attended the Student Services Conference in Nashville. Dr. Barbara Bailey's seminar focused on dealing with change and identifying personal mission statements. Medaille's workshop, although not as elaborate, also featured the book *Who Moved My Cheese?* by Spencer Johnson. A professional facilitator guided the students in generating ideas to better cope with time management and family issues in their constantly changing lives.

Medaille was surprised at the response to its invitation. The enrollment from the preceding year nearly tripled. By stepping into its students' shoes, Medaille realized that giving up a Saturday morning to spend at an informal gathering with people they barely knew did not sound very appealing to students; attending a seminar where they could acquire new skills to use in their personal and professional lives was much more meaningful to them.

The seminar was a huge success. Class representatives from all degree levels participated in the motivating Saturday morning seminar, complete with brunch and door prizes. Medaille had finally found a way to give the class representatives the recognition they want and deserve.



## Revised MS in Management at Southern Wesleyan University Gets Rapid Growth

Southern Wesleyan University has offered a graduate program in management for ten years, but the program just never seemed to "take off." After ten years, enrollment had maintained less than four cohorts (fifty-one students). The program required several prerequisite courses that students found difficult to complete, and it looked quite a bit like a Master of Business Administration (MBA) program with accounting, finance, marketing, and economics required. It also required completion of the GRE, GMAT, or MAT exam for admission.

After discussions with the Institute for Professional Development and research and study of other graduate management programs and MBA programs, Southern Wesleyan University transformed its not-so-successful Master of Science in Management (MSM) program into a revised MSM that truly focuses on management skills. Admission to the program has been streamlined, and the program itself has been shortened to thirty-six credits in seventy-two weeks. Advertising of the revised MSM began in March and by the end of June, Southern Wesleyan had started fifty-five new students. That compares with an ending enrollment of fifty-one in the prior MSM program.

Southern Wesleyan University can be congratulated for identifying weaknesses in program design, listening to the needs of the adult learner, looking into other options, and crafting a degree that meets the needs of the adult learner while meeting the mission of the University.

# Accreditation

## CHEA Takes Initiative on Transfer of Credit

Late last year, the Council for Higher Education Accreditation (CHEA) published its "Statement to the Community: Transfer and the Public Interest." As a follow-up to that statement, CHEA has begun a series of meetings to continue to sensitize the education community to the issues and challenges surrounding the transfer of credit.

In February 2001, CHEA held a session with a variety of accrediting organizations, including regional, national, and specialized agencies. The group was tasked with considering how accreditors and institutions might translate the general concepts of the CHEA statement into practical action.



The group brought forward several suggestions to do the following:

- Continue communication efforts among accreditors about transfer issues.
- Develop a model language that accreditors and institutions might use for policy statements and other publications to describe transfer expectations.
- Create tools to assist schools in developing new approaches to transfer.

Work by this group will continue through the fall.

In addition, CHEA, along with the American Council on Education and the American Association of Collegiate Registrars and Admissions Officers, has drafted a "Joint Statement on the Transfer and Award of Credit." To quote from the introduction of the statement: "The need for such a statement came from an awareness of the growing complexity of transfer policies and practices, which have been brought about, in part, by the changing nature of postsecondary education. With increasing frequency, students are pursuing their education in a variety of institutional and extra-institutional settings. Social equity and the intelligent use of resources require that validated learning be recognized wherever it takes place. This statement is thus intended to serve as a guide for institutions developing or reviewing policies dealing with transfer and award of credit."

The joint statement is currently being reviewed and approved by regional and national accrediting organizations.

Further information on these initiatives can be found at <http://www.chea.org> or by contacting Mary Ann Holtz at [maryann.holtz@apollogrp.edu](mailto:maryann.holtz@apollogrp.edu).

### How Articulation Agreements Can Enhance Your Adult Program



Many higher education institutions see articulation agreements as a way to attract the adult student and to ease the transfer-of-credit and admission process.

An articulation agreement, which is a signed agreement between a college or university and another educational institution, establishes a commitment by both institutions to facilitate a student's transfer of credit into a degree program and provides for joint publicity and marketing of the agreement. The many purposes of articulation include the enhancement of course advisement and the ability to guarantee the opportunity for full transfer of previously completed course work.

The articulation process is also appropriate for use with military institutions and corporations. When a college or university develops agreements with corporations, in-house training courses and programs are assessed for college-level credit. Trained faculty members who teach in the same subject area evaluate each corporate training course.

Articulation is labor-intensive in the beginning, but has many long-term benefits, which include the following:

- Promoting and enhancing relationships with community colleges and corporations
- Validating the educational value of community college courses and corporate training programs
- Providing community college students and corporate employees with the opportunity to earn credit for what they have learned

The *Articulation Handbook: A Guide to Designing Transfer-of-Credit Agreements*, which outlines a process for building a successful articulation program, is available through the IPD corporate office. For more information, please contact Judy Johnson, IPD Academic Affairs Coordinator, at [judy.johnson@apollogrp.edu](mailto:judy.johnson@apollogrp.edu).

## Applicable Federal Regulations Regarding Campus Definition

The following position paper was developed by Sandra Gillyard, Regulatory Specialist, Arthur Andersen, for IPD Partner Institutions at the request of Kristen Vedder, IPD Director of Student Financial Services/Regional Director of Accounting, and is reprinted by permission.

### Executive Summary

Pursuant to your request, I have reviewed the applicable federal regulations regarding campus definition for campus security purposes. The results of that review are provided below.



### Background

Previously one of the major problems with the annual crime statistics had been the exclusion of crimes occurring on public streets and sidewalks running between campus buildings or immediately around the periphery of campus. This had been an issue especially at schools in an urban setting. The original intent of Congress had been to exclude major highways and other areas unrelated to the campus, but the law had been interpreted by many schools and the Department to exclude areas most people considered to be a part of the campus—areas adjacent to the campus where there is frequent student pedestrian activity<sup>1</sup>. As a result, the Amendments of 1998 made several changes to the campus security requirements.

### Analysis

In an effort to provide a safe environment in which to learn and to keep parents and students well informed about campus security, the Department enforces the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*<sup>2</sup>.

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* is the landmark federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses. Because the law is tied to participation in federal student financial aid programs it applies to most institutions of higher education both public and private<sup>3</sup>.

Institutions are required to publish and distribute an annual campus security report **to enrolled students and current employees** in accordance with 34 CFR 668.41(e) by October 1 of each year<sup>4</sup>. For **prospective students and employees** the school must provide a notice in accordance with 34 CFR 668.41(e)(4) upon request<sup>5</sup>. In addition, institutions are now required to submit the statistical section of their Annual Crime Report to the Department on an annual basis by the date and in a form specified by the Secretary<sup>6</sup> (Deadline for the year 2000 was 10/24/00)<sup>7</sup>.

Requirements regarding campus security report must be met individually for each separate "campus". The Amendments of 1998 have broken the general definition of "campus" into three categories: campus, non-campus buildings or property, and public property. The campus crime requirements must be for any location that meets one of these definitions<sup>8</sup>.

<sup>1</sup> <http://www.soconline.org/news/articles/coveringcrime.html>

<sup>2</sup> 2000/2001 SFA Handbook, Institutional Eligibility and Participation, pg. 2–198

<sup>3</sup> <http://www.soconline.org/publicpolicy/cleryact>

<sup>4</sup> 2000/2001 SFA Handbook, Institutional Eligibility and Participation, pg. 2–199

<sup>5</sup> *Id.* pg. 2–200

<sup>6</sup> 34 CFR 668.41(e)(5)

<sup>7</sup> DCL Announcement posted 10/16/00

<sup>8</sup> 2000/2001 SFA Handbook, Institutional Eligibility and Participation, pg. 2–200

# Applicable Federal Regulations Regarding Campus Definition, continued

## Campus Definition

### Campus

Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and is used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and

Any building or property that is within or reasonably contiguous to the area identified in the paragraph above, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or retail vendor)<sup>9</sup>.

### Non-campus building or property

Any building or property owned or controlled by a student organization that is officially recognized by the institution; or

Any building or property (other than a branch campus) owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is NOT within the same reasonably contiguous geographic area of the institution<sup>10</sup>.

### Public property

All public party, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus<sup>11</sup>.

## Department of Education Interview

During an interview with the Department, the following terms were clarified to assist institutions understand their responsibilities under the campus security regulations.

1. The regulations require the reporting of crimes which occur on public property "*immediately adjacent*" to the campus. Immediately adjacent refers to public property, such as a sidewalk, street, other thoroughfare, or parking facility, that abuts a facility that is owned or controlled by the institution and is used by the institution in a manner related to the institution's educational purposes<sup>12</sup>.
2. The term "same reasonably contiguous geographic area" refers to what is traditionally thought of as the core campus and property that is nearby enough to be considered part of the core campus<sup>13</sup>.
3. The Department was asked, "*What obligations do institutions have with regard to reporting crimes which occur at off-campus locations which are used by the institution for instructional purposes for limited periods? For example, an institution which offers classes for adult students in a hotel meeting room one night a week.*" The Department's response was that "the term '*non-campus buildings or property*' in this context covers only locations that are 'owned or controlled' by the institution. For example, if the institution leases or rents a location, it controls the location during the lease or rental agreement. If the location meets the other tests of non-campus buildings or property, the institution must treat it as it does its campus for purposes of reporting crime statistics<sup>14</sup>."

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<sup>9</sup> 34 CFR 668.46(a)(1)

<sup>10</sup> 34 CFR 668.46(a)(4)

<sup>11</sup> 34 CFR 668.46(a)(4)

<sup>12</sup> <http://www.collegepubs.com/ref/SynCampusSecAct.shtml>

<sup>13</sup> Id.

<sup>14</sup> Id.

## Applicable Federal Regulations Regarding Campus Definition, continued

Institutions may provide students and employees a map that depicts the campus, non-campus buildings or property, and public property for which the institution reports crime statistics. However, the areas depicted must comply with the regulations for campus security purposes. Moreover, institutions must make a reasonable, good faith effort to obtain statistics from local and State police for areas for which the institution must include statistics in its Annual Security Report. Institutions are not responsible for the local or State police's failure to provide statistics nor verifying the accuracy of statistics that the local or State police provide<sup>15</sup>.

### Conclusion

While adjusting to the new categorized definitions of "campus" may be somewhat burdensome, institutions must remember that they must comply with federal regulations. The Department must impose a civil penalty up to \$25,000 if the Department determines that a school has substantially misrepresented the statistical information required to be reported<sup>16</sup>. The Department is committed to assisting institutions in providing students with a safe environment in which to learn, therefore, incorporating the new provisions should not be taken lightly.



Welcome

## Cardinal Stritch University Welcomes New Education Counselor Angie O'Bryan

Angie O'Bryan has recently joined the staff of Cardinal Stritch University, Region III (Edina, Minnesota), as an Education Counselor. Angie comes to Cardinal Stritch with a master's degree in counseling and psychological services from St. Mary's University in Minneapolis, Minnesota. Before joining the Cardinal Stritch staff, Angie worked in the counseling department at a K-8 school. She is looking forward to her new role and to working with adult learners.



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<sup>15</sup> Id.

<sup>16</sup> 2000/2001 SFA Handbook, Institutional Eligibility and Participation, pg. 2-199

## Theologian to Lead Ohio Dominican College

Dr. Jack Calareso, a theologian and 30-year veteran Catholic educator, has been named President of Ohio Dominican College. Dr. Calareso will start at the East Side College this summer. He will succeed Sister Mary Andrew Matesich, O.P., who announced last year that after twenty-three years as President, she will retire this year to spend more time teaching and pursuing other interests.

Calareso is the first man and the first lay person to lead the ninety-year-old Catholic liberal arts college. All twelve of the College's previous Presidents have been Dominican sisters. Ohio Dominican was founded in 1911 by the Dominican Sisters of St. Mary of the Springs.

"Dr. Calareso embodies the Dominican motto: 'To contemplate truth and to share with others the fruits of this contemplation'," said Don McConnell, Ohio Dominican College Board of Trustees Chairman and Senior Corporate Vice President for the Battelle Memorial Institute. "Ohio Dominican and Columbus gain a great asset in Jack Calareso."

Dr. Calareso comes to Ohio Dominican from Briar Cliff College, a Franciscan liberal arts school in Sioux City, Iowa with about 1,000 students, where he currently serves as President. While at Briar Cliff, Dr. Calareso led the college out of a significant budget deficit and into surplus, oversaw the successful completion of a ten million dollar capital campaign, worked to introduce seven new academic majors, increased enrollment of new students by twenty-three percent, and moved the College toward its first graduate programs and university status. Dr. Calareso's doctorate in educational administration is from Marquette University. He is an expert in Hebrew scripture and holds degrees from Colgate/Rochester Theological Seminary and Boston College.



## Dr. Robert Cornesky Joins Southern Wesleyan University

Dr. Robert Cornesky joined Southern Wesleyan University as a Professor and Director of Faculty and Curriculum Services. Dr. Cornesky was the first to apply what is known as total quality management (TQM) to the administration of colleges and universities, including the classroom. He was the first to publish a book on applying TQM and the Malcolm Baldrige National Quality Award Criteria to academic settings and has authored ten books on the topic. As a college professor and administrator since 1964, he has also been associated with California State University at Bakersfield (Professor of Biology and Health Sciences; Chair, Department of Health Sciences) and with Carnegie-Mellon University (Assistant Professor, Department of Biological Sciences).

Since 1991, Dr. Cornesky has served as a total quality management consultant to colleges and universities. He was the founding editor of the *TQM in Higher Education* newsletter and is the editor of *The Chronicle of CQI*, a newsletter for continuous quality improvement in education.

# Enrollment Update

## Ending June 2001

<b>Albertus Magnus College</b>		<b>Centenary College</b>		<b>Ohio Dominican College</b>	
ASBM	594	AALA	193	ASB	236
BSBM	492	<u>BSBA</u>	<u>153</u>	BABA	229
<u>MSM</u>	<u>261</u>	<b>Total</b>	<b>346</b>	<u>Bridge</u>	<u>23</u>
<b>Total</b>	<b>1,347</b>			<b>Total</b>	<b>488</b>
<b>Aquinas College</b>		<b>Cornerstone University</b>		<b>Olivet Nazarene University</b>	
ABM	99	ASB	168	AAB	20
BSBA	38	ASC	89	BBA	37
<u>BSMIS</u>	<u>36</u>	BSBA	51	BSM	63
<b>Total</b>	<b>173</b>	BSM	182	BSN	50
		<u>BSML</u>	<u>35</u>	MSN	29
		<b>Total</b>	<b>525</b>	<u>MBA</u>	<u>145</u>
				<b>Total</b>	<b>344</b>
<b>Averett University</b>		<b>Eastern Nazarene College</b>		<b>Shorter College</b>	
ASB	355	ASB	173	AA/AB/AC	552
BBA	411	BAM	113	BSBA	244
<u>MBA</u>	<u>510</u>	BSBA	130	BSM	176
<b>Total</b>	<b>1,276</b>	<u>MSM</u>	<u>56</u>	Certificates	0
		<b>Total</b>	<b>472</b>	Gen. Ed.	11
				<u>MBA</u>	<u>21</u>
				<b>Total</b>	<b>1,004</b>
<b>Baker University</b>		<b>Gwynedd-Mercy College</b>		<b>Southern Wesleyan University</b>	
AAB	394	ASB	157	Step I	399
BBA	256	BSBA	106	Step II	221
BSM	184	<u>BSN</u>	<u>14</u>	BSBA	433
MBA	484	<b>Total</b>	<b>277</b>	BSM	179
<u>MSM</u>	<u>152</u>			<u>MSM</u>	<u>104</u>
<b>Total</b>	<b>1,470</b>			<b>Total</b>	<b>1,336</b>
				<b>Thomas More College</b>	
				GTWY	61
				BBA	109
				BBA-C	23
				<u>MBA</u>	<u>128</u>
				<b>Total</b>	<b>321</b>
				<b>Wesley College</b>	
				ASB	222
				BBA	118
				<u>MBA</u>	<u>8</u>
				<b>Total</b>	<b>348</b>
				<b>William Penn University</b>	
				GWY	104
				AAL	144
				<u>BAB</u>	<u>403</u>
				<b>Total</b>	<b>651</b>
				<b>TOTAL:</b>	<b>18,824</b>
<b>Belhaven College</b>		<b>Indiana Wesleyan University</b>			
BRID/AA1	112	ASB	1,434		
MINI/AA3	0	BSBIS	210		
BBA	341	BSM	551		
BSM	102	BSBA	403		
AA2	67	BSA	105		
MBA	92	MBA	776		
<u>MSM</u>	<u>0</u>	MBA online	79		
<b>Total</b>	<b>714</b>	<u>MSM</u>	<u>288</u>		
		<b>Total</b>	<b>3,846</b>		
<b>Benedictine University</b>		<b>Medaille College</b>			
AABA	180	ASB	87		
BAM	27	BBA	177		
MED	50	<u>MBA</u>	<u>65</u>		
<u>MBA</u>	<u>17</u>	<b>Total</b>	<b>329</b>		
<b>Total</b>	<b>274</b>				
<b>Cardinal Stritch University</b>		<b>Montreat College</b>			
ASB	843	ASB	246		
Certificates	66	BBA	290		
BSM	463	<u>MBA</u>	<u>72</u>		
BMS	233	<b>Total</b>	<b>608</b>		
BSA	44				
BSBA	307				
MBA	541				
MSM	146				
<u>MBA-H</u>	<u>32</u>				
<b>Total</b>	<b>2,675</b>				

## 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 October 2001 issue to do so by September 15, 2001. Please email your written articles in Microsoft Word to Jennifer Michaud at [jennifer.michaud@apollogrp.edu](mailto:jennifer.michaud@apollogrp.edu).

Send comments and questions for the CAAHE Newsletter to Sue Salter at [sue.salter@apollogrp.edu](mailto:sue.salter@apollogrp.edu).

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**Thank you to the following individuals who contributed article information for the July 2001 issue of the CAAHE Newsletter: Deanna Boe, Chris Davey, Sandra Gillyard, Janell Harrison, Mary Ann Holtz, Joyce Moulis, Chris Saulnier, Dr. Mark Smith, Halin Tavano, and Kristen Vedder.**

The CAAHE Newsletter is produced and distributed by the Institute for Professional Development (IPD), a higher education development and management corporation that assists private colleges and universities in developing unique adult-oriented degree programs. IPD is a member of the Consortium for the Advancement of Adult Higher Education (CAAHE™).