

THE BAPTIST EDUCATOR



News Journal of the International Association of Baptist Colleges and Universities

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IABCU Annual Meeting and Workshops Set for June 6-8, 2010 at Vanderbilt Marriott and Belmont University, Nashville, Tenn.

The annual meeting of the International Association of Baptist Colleges and Universities is set for June 6-8, 2010 at the Vanderbilt Marriott, in Nashville, Tenn.

The meeting and workshops will begin with a plenary session at 4:30 on Sunday afternoon, and conclude on Tuesday at noon.

Belmont University, led by President Robert Fisher, will be the host school. A reception and banquet is scheduled for Monday evening on the Belmont campus.

Workshops and plenary sessions will appeal to presidents, chief academic officers, financial officers, public relations and marketing officers, development officers, student affairs officers and denominational relations officers.

The Vanderbilt Marriott is located near downtown Nashville and convenient to shopping, restaurants and Music City attractions. The famed full-scale replica of the Parthenon is located just across the street.

Paul Corts, president of the Council for Christian Colleges and Universities, will present the first Hester Lecture and Jim Denison, president, Center for Informed Faith, Dallas, Texas, will present the last two lectures.

A spouse tour and luncheon will include tours of the Belmont Mansion on the Belmont University campus, and a tour and lunch at Belle Meade Mansion.

The annual Bob Agee Golf Outing is set for Tuesday afternoon following the annual meeting.



Spouses will tour the Belmont Mansion (pictured above) on the campus of Belmont University on Monday morning June 7. The mansion—completed in 1853—is the largest house-museum in Tennessee. Belmont University will host a reception and banquet for IABCU meeting participants at the Maddox Grand Atrium in the Belmont Curb Center on Monday evening.

Workshops for administrators include the annual Legal Affairs briefing on Monday, by attorneys James Guenther and Jaime Jordan. Other workshops feature sharing sessions on challenges and opportunities facing presidents, chief academic officers and public relations, denominational relations and student affairs officers.

Workshop sessions will also include topics covering online learning, government regulations related to higher education, the use of 3-D virtual learning—both on campus and online—an update on property insurance and retirement benefits by GuideStone representatives, communication solutions for higher education institutions and updates on programs available through the Consortium for Global Education.

A special, low hotel rate has been negotiated at \$119 per night plus taxes. Registration for the meeting is \$275 for conference attendees, that includes two breakfasts, the business lunch and the reception and banquet.

Spouse registration is \$55 for the tour and lunch, reception and banquet at Belmont and a breakfast at the annual spouse workshop on Tuesday. The spouse workshop will be led by President Fisher and First Lady Judy Fisher.

To make hotel reservations and to register for the conference go to the IABCU website at: <www.baptistschools.org> or <www.baptistcolleges.org>. ■



Paul Corts



Jim Denison

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"Legal Notes" is designed to provide accurate and authoritative information on legal issues facing Baptist-related higher education. It is provided with the understanding that the publisher and editors are not engaged in rendering legal counsel. "Legal Notes" is not intended as a substitute for the services of a legal professional. If your institution needs legal counsel, a competent attorney should be consulted.

Member Schools of the International Association of Baptist Colleges and Universities

Japan

Seinan Gakuin University (*Fukuoka*)

Alabama

Judson College¹ (*Marion*)

Samford University (*Birmingham*)

Arkansas

Arkansas Baptist College (*Little Rock*)

Ouachita Baptist University
(*Arkadelphia*)

Williams Baptist College (*Walnut Ridge*)

California

California Baptist University (*Riverside*)

Golden Gate Baptist Theological
Seminary (*Mill Valley*)

Florida

Baptist College of Florida (*Graceville*)

Georgia

Brewton-Parker College (*Mount Vernon*)

Mercer University (*Atlanta/Macon*)

Shorter College (*Rome*)

Truett-McConnell College (*Cleveland*)

Illinois

Judson University (*Elgin*)

Kentucky

Campbellsville University

(*Campbellsville*)

Clear Creek Baptist Bible College

(*Pineville*)

Georgetown College (*Georgetown*)

Mid-Continent University (*Mayfield*)

University of the Cumberlands

(*Williamsburg*)

Louisiana

Louisiana College (*Pineville*)

Mississippi

Blue Mountain College (*Blue Mountain*)

Mississippi College (*Clinton*)

William Carey University (*Hattiesburg*)

Missouri

Hannibal-LaGrange College (*Hannibal*)

Missouri Baptist University (*St. Louis*)

Southwest Baptist University (*Bolivar*)

Montana

Yellowstone Baptist College² (*Billings*)

North Carolina

Campbell University (*Buies Creek*)

Chowan University (*Murfreesboro*)

Fruitland Baptist Bible Institute²

(*Hendersonville*)

Gardner-Webb University (*Boiling
Springs*)

Mars Hill College (*Mars Hill*)

Oklahoma

Oklahoma Baptist University (*Shawnee*)

South Carolina

Anderson University (*Anderson*)

Charleston Southern University
(*Charleston*)

North Greenville University (*Tigerville*)

Tennessee

Baptist College of Health
Sciences (*Memphis*)

Belmont University (*Nashville*)

Carson-Newman College (*Jefferson
City*)

Union University (*Jackson*)

Texas

Baptist University of the Americas
(*San Antonio*)

Baylor University (*Waco*)

Dallas Baptist University (*Dallas*)

East Texas Baptist University (*Marshall*)

Hardin-Simmons University (*Abilene*)

Houston Baptist University (*Houston*)

Howard Payne University (*Brownwood*)

University of Mary Hardin-Baylor
(*Belton*)

Wayland Baptist University (*Plainview*)

Virginia

Bluefield College (*Bluefield*)

Virginia Interment College (*Bristol*)

¹ Women's College

² Bible School

Comment: Remembering Dr. No

By Michael Arrington, Executive Director, International Association of Baptist Colleges and Universities

“Simply let your ‘Yes’ be ‘Yes,’ and your ‘No, No,’ anything beyond this comes from the evil one.” Matthew 5:37 (New International Version, 1984)

Have you ever heard anyone claim that Christian colleges and universities have lower academic standards than public institutions? I have heard that statement, and I confess that my own public university education did little to enlighten me about the rigorous academic standards in church-related institutions of higher education.

Fortunately, I found a genuine commitment to both academic and Christian excellence as a young faculty member at Ouachita Baptist University in 1973. For our Baptist colleges and universities, excellence in the integration of faith and learning is not an elective. Indeed, it is at the very core of our institutional identities.

One of my challenges as a chief academic officer at two Baptist colleges was striking an appropriate balance between the mandate for high academic standards and the compassion we instinctively have for our students.

It was not unusual for me to observe even the most senior professors agonizing at the end of an academic term when assigning student grades. The Christian college quandary lies in how to be both “caring and sharing” and “rigorous and demanding.”

For teachers who love their students and want to treat them fairly and compassionately, assigning grades can be a nerve-racking task. When confronted with the thorny dilemma of empathy versus standards, conscientious professors face a difficult choice. If they give the “easy A,” they compromise their role as higher educators and contribute to grade inflation. But if they don’t occasionally fret over a particular student’s grade, they might be guilty of insensitivity. So which choice should we make? It is at times such as this that I remember “Dr. No.”

The March 19 obituary described him accurately: Dr. Carl Edward Goodson, retired Vice President for Academic Affairs, “was a standard-bearer for academics at Ouachita, and wouldn’t settle for bending rules and regulations that supported high standards—earning himself the moniker ‘Dr. No.’”

I always enjoyed teasing Dr. Goodson about that nickname, and its more infamous counterpart, “The Abominable No Man.” But his determination to make certain that students did not circumvent academic requirements was no laughing matter. Carl Goodson’s ‘yes’ meant ‘yes,’ and his ‘no’ definitely meant ‘no.’

I first met Carl Goodson late in December 1972 on the



Michael Arrington

For teachers who love their students and want to treat them fairly and compassionately, assigning grades can be a nerve-racking task.

Ouachita campus. I was unaware during that job interview that he had already earned the title of “Dr. No” from Ouachita students and faculty. Indeed, his insistence on abiding by the academic rules in Ouachita’s official college catalogues became the stuff of legend and myth on campus.

After my first year of service on the Ouachita History Faculty, and to my great surprise and apprehension, President Daniel R. Grant invited me to assist Dr. Goodson in the Office of Academic Affairs. My eight-year apprenticeship under Carl Goodson was a most enjoyable and rewarding period of my working life. A few students referred to me occasionally as “Mr. Maybe.” However, I soon learned from Dr. No that academic requirements were no trifling things to be ignored or dealt with in a capricious manner.

Carl Goodson’s commitment to academic standards and hard work were exemplary. In an era when some might question the need for rigid enforcement of degree requirements, I remember Dr. No’s Rule #1: “Follow the rules.” Old-fashioned? Perhaps it is, but does integrity ever go out of style?

Fluent in German, French, Greek, and Latin, his obituary described him as “a true scholar and wordsmith who loved to teach, who appreciated the power of words, and encouraged a love of learning in others.”

The Honors Program at Ouachita carries his name, a fitting tribute to this outstanding graduate of William Jewell, Southwest Baptist University, Southern Baptist Theological Seminary, and Central Baptist Theological Seminary.

I honor the memory of Carl Goodson, not only for his significant influence on my own professional and personal growth, but because he represents those exceptional faculty and staff on our campuses who possess an uncompromising commitment to excellence. We owe a deep debt of gratitude to those extraordinary faculty and administrators, both past and present, in our IABCU institutions who have held themselves, their colleagues, and our students to the highest personal and professional standards.

God surely expects excellence in all things from his people. Accordingly, high expectations should be the

standard for Christian higher education. We would do well to remember Elton Trueblood’s admonition that “Holy shoddy is still shoddy.” Dr. No couldn’t have said it better.

I am thankful that God has called dedicated scholars and administrators such as Dr. Carl Goodson to serve in our schools. Peace to his widow, Rozelle, and to his loving family.

May God continue to bless and strengthen all who lead and serve so faithfully in the institutions of the IABCU.

“Live life so completely that when death comes to you like a thief in the night, there will be nothing left for him to steal.”—author unknown ■

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**International Association
of Baptist Colleges and Universities
ANNUAL MEETING AGENDA
Vanderbilt Marriott and Belmont University
June 6-8, 2010 • Nashville, Tennessee**

June 6-8, 2010

All sessions except spouse tour and Monday reception and banquet are at The Vanderbilt Marriott
(Dress for all sessions except banquet and reception is business casual)

Attendees:

PRESIDENTS • CHIEF ACADEMIC OFFICERS
CHIEF ADVANCEMENT OFFICERS, CHIEF FINANCIAL OFFICERS
CHIEF PUBLIC RELATIONS OFFICERS • CHIEF STUDENT
DEVELOPMENT OFFICERS
DENOMINATIONAL RELATIONS OFFICERS

IABCU convention office is located in Chancellor Board Room

1:00–4:00 IABCU Board of Directors Meeting (*Crescent Room*)

3:00–6:00 Registration (*Parthenon Prefunction Lobby*)

Exhibitors located in Parthenon Prefunction Lobby

4:30–5:45 Sunday Evening

FIRST PLENARY SESSION

(Parthenon ABC)

Spouses may attend plenary sessions and workshops when schedule permits

Presiding: **Alton Lacey**, IABCU Board Chair and President, Missouri Baptist University

Welcome to Nashville:

Robert Fisher, President, Belmont University

Devotional: **Bob R. Agee**, former Executive Director, IABCU, President Emeritus, Oklahoma Baptist University, and Professor of Educational Leadership, Union University

Announcements, Introduction of Corporate Exhibitors/Sponsors, Review of Schedule and Introduction of Hester Lecturer:

Michael Arrington, Executive Director, IABCU

First Hester Lecture: Paul Corts, President, Council for Christian Colleges and Universities, “Christ-centered Higher Education: Transforming Lives”

Evening is free for dinner and fellowship



Belmont University campus, is site of the annual reception and banquet.

Monday, June 7, 2010

7:30–8:45 a.m.

Breakfast Meetings

Presidents:

(Parthenon E)

Paul Corts, President, Council for Christian Colleges and Universities

Chief Academic Officers (CAOs):

(Parthenon D)

“Bring on the Avatars,” The role of Interactive 3-D in Online and On-campus Courses, **Steve Kubicek**, VP Marketing, Vertical Learning Curve

PR, SAOs, DROs

(Acorn A–B)

“PR Issues Facing Higher Education,” **Lee Insko**, Details, Inc.

Chief Development Officers (CDOs): Attend breakfast meeting of your choice

9:20 Spouses: Judy Fisher, Belmont and **Pam Arrington**, Carson-Newman, co-conveners, Buses leave back entrance of hotel lobby for spouses’ tour of Belmont Mansion and tour and lunch at Belle Meade Mansion. Buses return to hotel by 2:45 p.m.

9:00-10:30 Monday Morning SECOND PLENARY SESSION

(Parthenon ABC)

Presiding: **Alton Lacey**, IABCU Board Chair

Announcements:

Michael Arrington, Executive Director, IABCU

Introduction of Hester Lecturer:

Lanny Hall, President, Hardin Simmons University

Hester Lecture: Jim Denison, President, Center for Informed Faith

10:30-10:45 Break/Visit Exhibits

10:45-12:00 WORKSHOPS

Presidents and CAOs: (Parthenon ABC)

Legal Affairs Briefing—**Jim Guenther** and **Jaime Jordan**, Guenther, Jordan and Price, PC

PR, SAOs, DROs, CDOs: (Parthenon D-E)

Targeted and Instant Campus Communication, **Glen Field**, Pulse Media

12:15-1:45 Monday Afternoon

Annual IABCU Business Luncheon

All Groups Meet Together: (Acorn Ballroom)

Alton Lacey, board chair, presiding

(Only Presidents and CAOs vote on business items)

Executive Director's Annual Report:

Mike Arrington, Executive Director, IABCU

Introduction of Business Items: Alton Lacey

Reports:

"CGE Opportunities," **Carolyn Bishop**, President, Consortium for Global Education

"Update of Services," **Barbara Medlin**, GuideStone Financial Resources

WORKSHOPS

2:00-3:00 p.m.

Presidents: (Plenary Room)

"Discussion of Presidential Challenges and Opportunities," **Alton Lacey**, Missouri Baptist University, **Lanny Hall**, Hardin-Simmons University, and **Pat Taylor**, Southwest Baptist University, co-conveners

CAO's: (Room TBA)

"Discussion of CAO Challenges and Opportunities," **Brad Creed**, Samford University, convener

PR, SAOs, DROs: (Room TBA)

"Discussion of Communication Challenges and Opportunities," **Mark Wyatt**, VP for Marketing and Communication, California Baptist University, convener

Monday Evening Belmont University

5:30 p.m. Reception and Banquet: Buses leave hotel for Belmont University.

Tuesday, June 8, 2010

7:30-8:45 Breakfast Meetings

All groups meet together: (Parthenon C)

"Transforming College and Community,"

O. Fitzgerald Hill, President, Arkansas Baptist College

8:00-10:00 Spouses Breakfast and Program: Robert and Judy Fisher, Belmont University, co-conveners

9:00-10:15 a.m. WORKSHOPS

All groups meet together: (Parthenon AB)

The Learning House: "Launching your Online Program: Online Solutions for any Size College or University,"

10:15-10:30 Break/Visit Exhibits

10:30-11:45 Tuesday Morning

THIRD PLENARY SESSION

(Parthenon AB)

Presentation of New Officers: **Alton Lacey**

Announcements:

Michael Arrington

Hester Lecture: Jim Denison, President, Center for Informed Faith

Discussion, Benediction, Adjourn

2:00 p.m. **Bob Agee Golf Outline**



These students are among the 4,000 that attend Belmont University.



Carolyn G. Bishop
President, CGE

CGE Provides New Benefits to Traditional Study Abroad

by Carolyn G. Bishop

As American university and college campuses face many challenges, study abroad requests seem to be expanding so that campus programs need to provide unique and value laden overseas study opportunities.

Some CGE member university and college faculty attended the recent Forum for Education Abroad conference in Charlotte where one of the best speakers, Laura Sewell from IBM, gave her company's criteria for hiring.

Sewell explained the IBM recruiting process in detail with examples and facts that in this more competitive market, they currently have 10,000 positions open worldwide and receive 3 million applications. Their first application sort eliminates applicants with no overseas experience. She also explained that IBM values internships and someone with that experience saves them long term hiring and training expenses. This validation of overseas study and internship experiences correlates well to CGE's new approach to study abroad.

Students from CGE schools can be encouraged to know that CGE's commitment to academic quality and offering more than the traditional study abroad will be a catalyst for their future success and a key to future job placement. CGE's new study abroad programs integrate the study experience with opportunities for service projects and internships with various businesses and entities devoted to enhancing meaningful career building portfolios.

Combined with the Christian value systems supported by CGE members, the Christian perspective on building strong and respectful partnerships and the desire for enrolled students to learn and apply knowledge, CGE rises to the top of the best study abroad options.

CGE is combining the request of students for quality study abroad and drawing on the strong interconnected relationships with CGE partners overseas. Over the past ten years, key CGE partners have learned that Christian faith and sharing have created for them strong educational programs that benefit faculty and students from their nations where Buddhist, Muslim and Hindu faiths are the majority faith preference. This preference gives university and national leaders a chance for integrative study abroad options as they work together toward quality international education outcomes and sustainable programs.

Open Doors 2009, a yearly publication of the Institute for International Education, reports that the number of students going to the top twenty-five overseas destinations increased, yet with a few particularly strong increases seen in students going to less traditional destinations for study abroad. Notable increases among leading destinations were in the numbers of students going to China, Ireland, Austria and India (up about



2010 Fall Study Abroad Sydney Program

Anderson University serves as the flagship for the 2010 Fall Study Abroad Sydney program. Students depart for Sydney, Australia on September 14 and return December 6.

Danny Rhodes will serve as the CGE faculty sponsor. Approved courses for 9 to 15 credits will be offered in international business, communications and media, leadership and an optional 6 credits can be gained through an internship experience. Rhodes is currently the Associate Dean of Business at Anderson University.

Go to the CGE website www.cgedu.org to find the Sydney GCSA link or go directly to www.andersonuniversity.edu/sap.aspx?id=4060. For additional information contact Jane Cahaly, Director of International Education, at 864-231-2185.

20 percent), as well as Costa Rica, Japan, Argentina and South Africa (up nearly 15 percent each). IIE personnel remark, surprisingly, that student interest in study abroad has remained high in the past year despite financial challenges that might keep some from participating.

International directors and interested faculty have expressed an interest in trying to make sure that international opportunities remain available. (Go to www.opendoors.iienetwork.org for additional statistics and analysis)

There are two approaches for study abroad that will provide a consortium benefit.

The first consortium benefit grew from the information gathered by CGE campus leaders that many students have been going abroad for a semester to many of these top twenty-five countries using third party providers. Their own home institutions may not currently be offering the desired study abroad location that assures students a particular location. With varied

online points of access, students are learning about numerous study abroad programs that they think fit their criteria.

CGE's approach to provide a solution is to utilize the strength of the consortium concept in setting up strategic study abroad offerings and recruiting students consortium-wide.

The newly initiated program called Global Connection Study Abroad (GCSA) supports one CGE flagship member to create a study-abroad that is integrative in study selections, provides quality academic foundations, and focuses on service options and life skill development via internships or volunteer programs.

The GCSA structure allows each participating school to enroll their own students and set their cost above the determined program cost per their study abroad tuition criteria. CGE works with the flagship school to get best cost quotes via strategic overseas contacts and assists with the flagship selection of a CGE sponsored faculty member to go and teach several applicable courses. These courses add to the integrative approach and meet some content needs of students within their degree programs.

Locations for Global Connection Study Abroad now being developed follow the top twenty-five locations as designated by the IIE: France fourth, Germany eighth, China fifth, Australia sixth and Ecuador eighteenth. All locations combine the attributes of the location with the concept of that locale being a hub for additional study abroad opportunities.

A France/Germany opportunity will link to a study of lesser known EU locales such as Lithuania and Scotland. The China studies will link courses that also interconnect with Thailand and more remotely in Bhutan. Australia offers the option of enrolling students from China in the CGE Australia program for a cross connection study experience. Ecuador will become a hub for biological and environmental awareness as a global laboratory.

The second consortium benefit is to provide that significant difference in the study abroad experience that students desire. Additionally in the IIE *Open Doors* report, the number of American students studying in the Middle East increased by 22 percent, though that region hosts only a little more than 1 percent of the total number of students studying abroad. The report shows that the number of U.S. students has increased dramatically in such countries as Jordan, Lebanon, Oman, the United Arab Emirates and Qatar.

Of these locations, Jordan and Lebanon are destinations for the Global Connection programs. Over the past several years, the number of American students taking Arabic has increased and the success rate for students who have studied at least some Arabic overseas has increased according to university language faculty feedback.

CGE has offered Arabic in a short summer program in Jordan for three summers and now will bring this effort under the GCSA structure this summer to broaden the consortium benefit for students. The flagship university will provide transcripts with consortium enrollees to ease credit approval. The study in Jordan not only provides Arabic as a core focus but also the historical location and the dimension of an Arab nation impacted by refugees from Palestine and Iraq creates biblical and humanitarian study opportunities within the Global Connection program.

Lebanon has been a nation highlighted for numerous years at CGE meetings where many have heard Nabil Costa speak. Lebanon is recognized as the most heavily populated Christian nation in the Middle East and the only country whose President by law must be a Christian and whose Prime Minister is Muslim.

The integration with government structure also impacts education in a positive way through healthy discussions. This dimension offers a stellar reason for our Christian students to integrate a vibrant study abroad program with content courses relevant to the Middle East including examples of how cooperative efforts among varied Muslim and Christian groups can lead to peaceful dialogue.

Judith A. McHale, Under Secretary of State for Public Diplomacy and Public Affairs, reported that "Today more than ever before, study abroad can help our students to understand our interconnected world and to participate productively in the global economy."

Allan E. Goodman, President and CEO of the Institute of International Education, noted that the experiences afforded through study abroad provide American students with the skills needed to live in today's increasingly interconnected world. "More students are eager to study in newly popular study abroad destinations such as China, India and the Middle East.

(continued on page 8)



Semester Study in Ecuador

Southwest Baptist University (SBU) will serve as the flagship for a January 4 to May 15 semester study in Ecuador. The Study Abroad will be on the main campus of University of San Francisco at Quito for several weeks and continues on their site campuses including the Galapagos.

Qualified faculty from SBU will accompany the semester program. Pat Taylor, SBU president, traveled there in January 2010 to set up the foundations for this integrative program which will include courses in marine conservation and ecology, environment and Ecuadoran peoples, Latin American nations' cooperation and competition, and Spanish language.

The Ecuador GCSA will soon be finalized and added to the CGE and SBU websites. For more information on this developing program call Perry Tompkins at 417-328-1659.

CGE Update...

(continued from page 7)

The language and cultural skills they acquire along with their academic experience will have a profound effect on their lives and careers.”

About 40 percent of American college students studying abroad do so through mid-length programs, while 56 percent choose short-term programs (including associate degree students in summer and January terms and any other program of 2 to 8 weeks during the academic year). Mid-length programs (one semester, one quarter or two quarters) allow for deeper immersion into host cultures and increased opportunity for language acquisition. A little more than 4 percent of study-abroad students spend a full academic or calendar year abroad.

These perspectives again give strong support to the consortium benefits underway. In no other venue have CGE faculty found the same value for strategic programs that ensure quality supervised study and multiple avenues for students to participate in career impacting experiences during a study abroad.

CGE leads the way with integrated programming provided by valued interconnect partnerships.

Consider becoming a flagship university or college for our CGE consortium-wide program and learn how you can enrich your study abroad offerings, benefit the expressed needs of students who



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CGE Arabic Study Abroad

CGE welcomes Union University as the flagship school for the CGE Arabic Study Abroad program in Amman, Jordan. Students will study Arabic and culture at Philadelphia University in Amman for 10 weeks from early June to early August and participate in five excursions to historical sites in Jordan.

Fred Tiedemann, director of the CGE/Jordan, will coordinate the program with Union faculty. Please go to the CGE website for detailed information. <www.cgedu.org/cge/StudyAbroad/ArabicStudy.htm> or call the CGE office 770-321-4897. Registration for this summer closes May 1. There are a few spaces open for CGE member students.



Lights, Camera, Action: 3-D Learning

LEVERAGING THE IMMERSIVE LEARNING EXPERIENCE

The recent movies *Avatar* and *Up* raised the bar for movie goers with 3-D animation. Similarly, the innovative Masters in Business programs offered by IABCU's newest corporate sponsor, Vertical Learning Curve (VLC) located at <www.vlcglobal.com>, have set a new industry-standard in online and blended classroom learning.

Oklahoma Baptist University has launched an online Executive MBA program utilizing VLC's technology.

These courses are available for all IABCU member schools.

VLC's new V-Learning™ courses use the most sophisticated combination of rigorous curriculum, performing arts, motion-capture animation technology, programming and course design available. The aim is to immerse students in a virtual learning environment.

Students essentially become executive interns in a virtual business world and are taught while working within a simulated company and marketplace.

Because they "learn by doing," V-Learning™ courses uniquely ready business students for the real world, equipping them with a practical advantage over their graduating peers.

Like stepping through the back of the wardrobe into Narnia, students use VLC's V-Learning™ courseware like futuristic textbooks stepping through the cover (figuratively) into a virtual business world.

As a Penn State University course developer, Jessica Briskin, recently



Real actors are wired and utilized to create animated characters in new virtual learning courses.



Oklahoma Baptist University utilizes 3-D animation (avatar character at right) and interactive learning in new online and on-campus courses by Vertical Learning Curve.

noted "Compared to other eLearning approaches I have seen, VLC's approach enhances and makes education more enjoyable and understandable for learners of any age."

In addition to courses applicable to Graduate and Undergraduate students, VLC's IABCU partners have access to Life Finances, a personal finance course designed for college freshmen of every major.

Oklahoma Baptist University has recognized the potential for Life Finances; using it as a freshman course and as a concurrent course to recruit high school seniors (view OBU's advertising trailer at: http://www.okbu.edu/academics/lfin_vid.html).

Debbie Blue, OBU's Senior Vice President for Academic Affairs, notes that "The VLC structure teaches in an engaging way. It is problem solving on a whole different level." Briskin agreed emphasizing that "3-D simulations allow

learners to easily understand complex environments or situations that are difficult to imagine. 3-D simulations provide learners with realistic situations (which can help with multi-sensory input proving a richer/more full experience)."

OBU has launched a complete V-Learning™ web-based Executive MBA program. "It is very exciting because it breaks through barriers with an approach which closely simulates real-world experiences," said Blue.

The andragogy is sound. Students are taught the way adult learners learn best with relevant topics and current issues. The virtual "on the job" simulation prepares students in a practical way. ■

For more information on VLC courses contact: Steve Kubicek, Vice-President Marketing, Vertical Learning Curve, phone: 615-415-9337 e-mail: <steve.kubicek@vlcglobal.com> website: <<http://www.vlcglobal.com/info>>



Names & Faces

Kenneth Starr to become 14th President of Baylor June 1

Kenneth Winston Starr, J.D., dean of the School of Law at Pepperdine University, has been named the 14th president of Baylor University effective June 1.

Starr was the unanimous choice of both the 14-member Presidential Search Committee and the 10-member Presidential Search Advisory Committee, and was elected unanimously by the Baylor Board of Regents on Feb. 12.

Baylor Regents Chair R. Dary Stone said “Starr’s depth of experience and exceptional record as a university dean and legal scholar, his dedication to the highest ideals of the Christian faith, and his profound commitment to public service and visionary leadership make him the ideal person to lead Baylor at this remarkable time in the university’s history.”

Regent Joseph B. Armes, BBA ‘83, MBA ‘84, who chaired the Presidential Search Committee, also praised Starr. “During the course of our conversations, it became clear to both committees that Dean Starr’s success at Pepperdine Law School was driven by his commitment to the highest standards of academic excellence and that he would apply that same commitment to achieving Baylor’s aspirations for scholarship and teaching,” Armes said. “

Starr said he respects Baylor’s history as he looks forward to its future. “With its great tradition in the Christian world and its growing international reputation as a research university that continues to care deeply about undergraduate education, Baylor is poised to have an increasingly expanding global impact,” Starr said. “With the goals of educational excellence and Christian commitment remaining firmly before us, I count it a great blessing and honored responsibility to commit my talents and strengths to stand alongside the Baylor family in writing the next chapter in this university’s storied history.

“This is a time of great promise for Christian higher education, as thoughtful reflection increasingly abounds with respect to the integration of faith and learning. I place inestimable value on the effort to reflect ever more thoughtfully on the role of Christian education in fostering the life of the mind and in preparing young people for lives of genuine service and sacrificial leadership around the globe. I share the Baylor view that knowledge must be informed by faith in fulfilling our calling to enable students to cultivate their capacity to think critically, to assess information, to arrive at informed and reasoned conclusions, and to become lifelong learners.”



Kenneth Starr

“I share the Baylor view that knowledge must be informed by faith in fulfilling our calling to enable students to cultivate their capacity to think critically, to assess information, to arrive at informed and reasoned conclusions, and to become lifelong learners.”

In describing his faith journey, Starr said “I was raised in the Church of Christ, and my spiritual journey has led me to the broader evangelical world. At Pepperdine, we worship on campus at University Church of Christ, but we have also continued to be actively engaged in ministry at our former church, McLean Bible Church, in northern Virginia. There, my activities have focused on the inner city of Washington, D.C., and in serving special needs children and families throughout the metropolitan D.C. area. More broadly, I have encouraged the fostering of a truly global Christian perspective through service on the board of Advocates International, an evangelical human rights organization, and at Pepperdine through the creation of a vibrant and growing global justice program. “Christ’s transformational message irresistibly captures the imagination and holds great promise for the next decade of truly global opportunities for Baylor, the leading Protestant center of higher education in the United States—and perhaps the whole world.

With a career in education, law and public service, Starr has served since 2004 as the Duane and Kelly Roberts Dean and Professor of Law at Pepperdine University. He also is of counsel to the law firm of Kirkland & Ellis LLP, where he was a partner from 1993 to 2004, specializing in appellate work, antitrust, federal courts, federal jurisdiction and constitutional law.

As Solicitor General of the United States from 1989 to 1993, Starr argued 25 cases before the U.S. Supreme Court. He also served as United States Circuit Judge for the District of Columbia Circuit from 1981 to 1983, as law clerk to Chief Justice Warren E. Burger from 1975 to 1977 and as law clerk to Fifth Circuit Judge David W. Dyer from 1973 to 1974. Starr was appointed to serve as Independent Counsel for five investigations, including Whitewater, from 1994 to 1999.

Starr previously taught constitutional law as an adjunct professor at New York University School of Law and was a distinguished visiting professor at George Mason University School of Law and Chapman Law School.

After graduating from San Antonio’s Sam Houston High School, he earned his B.A. from George Washington University in 1968, his M.A. from Brown University in 1969 and his J.D. degree from Duke University Law School in 1973. He is the author of more than 25 publications. Starr and his wife Alice have made their home in Malibu, Calif., since 2004, and lived in McLean, Va., from 1978 to 2004. They have three children and four grandchildren.

Starr succeeds David E. Garland, who has served as interim president of Baylor University since August 2008 and who will continue in the role he has maintained as dean of George W. Truett Theological Seminary. ■

An Innovative Approach to Managing Healthcare Costs for Faculty, Staff and Students

Editor's note: The following is a program offered by HealthPerx to member schools of IABCU as a way of providing added benefits to our schools. HealthPerx will have an exhibit at the IABCU annual meeting June 6-8 in Nashville.

By Jeff Marks, MPH, CWPM

In a recent review of the campus medical clinics at a southern university and community college system, the operational philosophies appeared to vary dramatically, ranging from heavily subsidized campus clinics to entrepreneurial operations that rely extensively on fees for services. Due to a number of factors, including declining usage, there now appears to be an atmosphere in which innovative healthcare delivery models would be a welcome alternative.

This state of affairs seems to be almost universal. What is patently clear is that many schools have been subsidizing their campus clinics using funds that could have been used for other purposes.

What if there was a way to serve close to 90 percent of the health issues that come into your campus clinic without having to have the clinic open?

Today, telemedicine is filling this role. Using a telephone we can now access a network of board certified physicians who can diagnose and treat most minor health issues anytime, anywhere, 24/7. They maintain portable electronic health records allowing them to provide cross-coverage around the clock. These physicians can prescribe medications as appropriate (no controlled substances). Telemedicine offers high quality services with physicians who have been screened, trained, credentialed and are continuously peer-reviewed.

According to the AMA, over 70 percent of doctors office visits are merely informational, unnecessary and could have been avoided by a phone consultation. Corporations or institutions employing telemedicine have demonstrated that physician telephone consultations have been proven to replace 45 percent of doctor office visits and 35 percent of hospital ER visits (Source: BCBS of North Carolina 2007). *The American Journal of Health* found a 26 percent reduction in

healthcare costs and 28 percent reduction in sick-leave absenteeism in companies using telephonic medicine as a preventive health and promotion tool. Satisfaction levels are extremely high as well due to convenience, comfort, privacy and the security of having 24-hour access (Source: US Department of Commerce, Office of Technology). These numbers are real and translate into significant savings.

For colleges and universities, telemedicine serves every population:

Faculty: When teachers leave the classroom for doctor or school clinic visits, not only is there a cost for sick leave and a substitute teacher, but more importantly, the learning process is interrupted.

Staff: Leaving work for a minor illness costs time and money, when a phone call to a doctor can often take care of most issues immediately, enabling the individual to get well faster.

Students: Let's face it—students are less inclined to use medical clinics than the general population and more inclined to use technology. Avoiding needed healthcare can often lead to more sick days and increased complications while immediate healthcare could catch the problem before it worsens.

Should students have affordable, easy to obtain healthcare? Do they carry around a cell phone? This program provides a simple solution. An optional, high-deductible catastrophic care policy can cover the "what if's."

What if this program also offered substantial discounts on pharmacy prescriptions and vision, dental and hearing care?

During these times, all consumers are looking for ways to save money on every aspect of their healthcare without sacrificing quality. We have aggregated the most requested other benefits to do just that.

Pharmacy—The prescription drug benefit network delivers significant discounts on both brand-name and generic drugs at over 63,000 pharmacies across the United States. Members save between 15 percent and 75 percent on prescription drug purchases, with an average of 52 percent off the retail price of most Rx purchases. Even though school employees and students may have a pharmacy bene-

fit, many prescriptions aren't covered. Our card covers them all.

Dental Care—Members save 15 percent to 50 percent on everything from general dentistry and cleanings to root canals, crowns and orthodontia at over 76,000 dental practice locations.

Vision Care—Save an average of 20 percent–60 percent on prescription eyeglasses, including exams, frames, lenses and specialty items at over 12,000 locations including national chains and independent providers.

Hearing Care—Provides free hearing screening and substantial discounts on hearing aids and other products and services.

Introducing The HealthPerx™ Card ... that offers a range of affordable healthcare services that can save the entire family thousands of dollars while reducing absenteeism, increasing productivity and decreasing healthcare costs for the school. And one card covers the entire family!

As a vendor to IABCU member schools, A HealthPerx™ will issue complimentary pharmacy savings cards for faculty, staff and students of any IABCU school.

Jeff Marks has extensive knowledge in all aspects of the health, fitness and wellness industries. He earned his undergraduate degree at Emory University, his Masters in Public Health at Tulane University and is a Certified Wellness Program Manager.

Marks has spent 30 years working with fitness centers, corporations, insurance companies, other institutions and two Governors' task forces developing new strategies to promote wellness and manage healthcare costs through a variety of approaches.

He now represents one of the country's largest benefit providers with a proprietary program called "The HealthPerx™ Card."

This innovative program can reduce absenteeism and overall healthcare costs far quicker than a wellness program in a cost-effective manner. This program supports some of the important issues at educational institutions—managing healthcare costs and promoting personal accountability.

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When 'Good Enough' is 'Not Good Enough'

Capitalizing on online convenience, but is convenience enough?

Editors note: The following information was prepared by IABCU corporate sponsor Vertical Learning Curve.

The latest enrollment stats confirm that demand for online convenience is racing ahead of traditional alternatives. Yet, many university administrators continue to wrestle with the question, "is convenience enough?" Their concern—delivering educational programs of perceived lesser quality and the associated negative branding.

"Convenience" according to advertisers, is a powerful selling feature. It follows then that institutions aggressively marketing the convenience of online courses have seen dramatic growth in their online enrollments.

According to a February 2010 Ambient Insight study, growth rates at the top ten institutions offering higher education online is staggering, ranging from a low of 15 percent, year on year, to a high of over 100 percent. Has the principled stand for quality at competing schools afforded the opportunity for these institutions to capture a disproportionate share of the adult learner market?

With the advent of Vertical Learning Curve's (VLC) V-Learning™ educational technology, IABCU schools can now offer convenience coupled with a premier online educational experience and retake lost ground within the high margin adult learner market.

V-Learning™ is comprehensive, rigorous courseware specifically designed to address faculty concerns about online course quality.

Through 3-D virtual reality technology, the student enters into a real world simulation where he or she masters and applies the course content via

observation, explanation, practice, and testing. This immersive experience reawakens the imagination, drawing on the power of the story to engage both cognition and affect.

Marketers can successfully take advantage of the law of reciprocity by giving customers more than the norm. Now IABCU members can leap over the competition (rock walls and mascots included), with quality curriculum, leading edge educational technology and 3-D immersive learning experiences.

A V-Learning package sets the professor free to do what he or she is paid to do—supervise, mentor and coach.



The critical issues in learning remain—inspiration, imagination, and engagement. V-Learning™ restores the adventure of learning and the fun of teaching to any course, online or hybrid in-class. A V-Learning package sets the professor free to do what he or she is paid to do—supervise, mentor and coach.

Online education continues to gain momentum. V-Learning™ innovative 3-D courseware offers the cure to the angst of those who believe that good enough is not good enough.

So what does the V in V-Learning stand for? "Vertical," explained VLC's CEO, Dr. John Cragin, "As in Colossians 3:1, '...set your mind on the things above.'"

VLC's Masters of Business programs are readily available in a variety of concentrations based on individual school preferences, such as an Executive, International or Business Leadership concentration. Popular graduate or undergraduate individual courses include: Management, Marketing, Human Resources & Organization Behavior, International Business, Financial Accounting, International Finance, MIS and E-Business, History of Management Thought and History of Trade.

To view a V-Learning™ vignette use this link: <<http://www.vlcglobal.com/VignetteDemo>>

For more information on VLC's online Master's in Business programs and individual courses for professors using a hybrid method of in-class instruction call 405-601-2931. VLC's web address is: www.vlcglobal.com. ■



Students interact with 3-D animated characters in V-Learning Courses by Vertical Learning Curve.



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Gifts & Grants

McAfee School of Theology Receives \$250,000 Gift

Mercer University's James and Carolyn McAfee School of Theology recently received a \$250,000 gift from Atlanta's United Baptist Church, which held its last service on Jan. 17 and gave a portion of its trust to the School.

The church was established in 1996, when Capitol View Baptist Church in Atlanta and Bethsaida Baptist Church in Fayetteville merged. At the time of the merger, the congregation determined that, upon its disbandment, the church would give a portion of the proceeds from the sale of its property to Mercer's endowment.

The church had been a long-time supporter of the School.

Davidson Foundation Grants \$250,000 to WBU for Missions

Wayland Baptist University has received a grant for \$250,000 from the James A. "Buddy" Davidson Charitable Foundation in Midland for missions work.

The gift will be used to establish an endowment in the foundation's name. The annual interest will assist students in making foreign mission trips through the Wayland Mission Center. The foundation donated \$150,000 up front, with the additional \$100,000 to be given in 2011.

Mercer on Mission Grants to Fund Prosthetic Programs

A Mercer On Mission project that provides low-cost prosthetics to amputees in developing countries has received two substantial grants this spring to help with those efforts. The National Collegiate Inventors and Innovators Alliance awarded Ha Van Vo, assistant professor of biomedical engineering, with a Sustainable Vision Grant of \$37,275 to help him perfect his design and set up a prosthetic lab and clinic in Vietnam. The Cooperative Baptist Fellowship awarded the University a \$50,000 grant to replicate the Vietnam program in Haiti, where the 2010 earthquake left thousands of Haitians without limbs. ■

\$200 Million Gift to Baylor Largest in School's History; Ranks Among Top 20 Private Gifts to Higher Education

Baylor University has announced what will be the largest gift in the university's history, an estate provision estimated to be valued in the range of \$200 million to benefit medical research in the College of Arts and Sciences, the School of Social Work and other university programs.

The gift is the second-largest gift made to a Texas college or university and ranks among the top 20 private gifts made to higher education in the United States according to the most recent compilation of data reported by the *Chronicle of Higher Education*.

The anonymous gift is being made by a Baylor graduate whose family has a history of providing gifts to the university supporting programs that are both innovative and have high potential to significantly advance the field of knowledge and experience in diseases, disorders, care, treatment and other issues associated with aging.

As a provision of the donor's estate, a foundation will be established at the time of the donor's death. The foundation will support several university efforts in continuing the donor's consistent and generous support. ■

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California Baptist Enlists Faculty to Aid in Student Retention

According to a white paper entitled “Keeping the Faith: An Insider’s Perspective of Enrollment and Retention Strategies That Drive Results at Faith-Based Institutions,” California Baptist University (CBU) with 4,000 students, has developed a strategic communications plan to promote student retention.

The paper was published by Education Dynamics <www.educationdynamics.com>.

Recognizing that students spend the most

time with faculty out of all institutional personnel, CBU has enlisted faculty to participate in an early intervention system designed to address attrition risks as they emerge.

“Due to the small class sizes, we have found that professors and other teaching staff are generally able to develop meaningful relationships with students and, as a result, spot issues adeptly,” asserts Tracy Ward, dean of academic services at CBU.

“Upon discovery of a potential challenge to

student success, faculty flag the student by sending an alert through an electronic portal to the director of student retention, who then reaches out to the student directly to see what the school can do to help address the issue.”

While most interventions are academic, the early-warning engagement system allows CBU to observe financial, personal and faith-based risks of attrition,” the white paper reports. ■

Legal Notes by Jaime D. Jordan

Academic Appeals: A Test for the Institution



As I write this, final exams are just around the corner. Stress levels are ramping up for students across the country, especially those fortunate enough to have job offers waiting if they can peck through the shell of academia and into the real world. I like to recall that I faced those days with great equanimity, but the truth is my best friend from college frequently accused me of being too grade-conscious. He once joked that I spent so much time begging for better grades I should have knee pads.

While I may have questioned a grade or two along the academic trail, it never went beyond discussing the matter with my professor. What happens when a student wants to take a grade dispute to the next level? Is there a right to challenge a grade? Does the professor have the final say, or can someone within the institution award a grade the professor “knows” is undeserved? What if the school’s intransigence costs the student a position in medical school, law school, or even a professional career? Will a court intervene, and if so, when?

Every institution should have a process for appealing a grade. Mistakes can happen, and while there may be many more bad students, there are also bad instructors. Providing some recourse for a student protects the institution from potential liability if the student is improperly suspended or expelled.

Many courts hold that the relationship between a school and a student is much like that of two parties to a contract. The student has paid tuition and, in return, has the right to take courses and receive

grades if the work is satisfactorily performed. But courts will generally grant the institution wide latitude to make academic judgments about the student’s performance. A judge who may have struggled through high school physics is hesitant to put on faculty robes and trump the university’s decision that the student at the bar earned an F and not a C in “Particle Theory and Plasma Physics.”

Instead of usurping the university’s role, courts generally look to see whether the institution reached a well-considered, academic decision, or whether the institution’s decision was arbitrary, capricious, irrational, or just plain bad faith. If the former, the court will usually decline to alter the school’s decision. If the latter, the court may overrule the institution.

How can the institution be sure it will have the final say in an academic matter? Here are indicators which have caused courts to find that an institution’s decision was not arbitrary, capricious, or in bad faith:

- Did the institution allow the student to appeal the academic decision?
- Was the appeal process reasonable under the circumstances?
- Did the institution communicate the appeal process clearly to the student?
- Did the institution follow its own procedures in processing the appeal?
- Was the appeal decided by persons equipped to make an academic decision (for example, a department chair, chief academic officer, or faculty committee familiar with the subject matter)?
- In deciding the appeal, did the insti-

tution actually exercise professional academic judgment?

- Did the institution breach any promises it made to the student (for example, did the professor depart from the syllabus or change the way final grades were calculated)?
- Did the institution allow the student to continue in a degree program (and continue paying tuition) after it should have been clear to the institution that the student would not be granted the degree?
- Did illegal discrimination play any part in the decision?

The United States Supreme Court has given colleges and universities the answer to the test when it comes to having their academic decisions sustained. In *Regents of University of Michigan v. Ewing*, Justice Stevens, writing for the court, said:

“When judges are asked to review the substance of a genuinely academic decision. . . they should show great respect for the faculty’s professional judgment. Plainly, they may not override it unless it is such a substantial departure from accepted academic norms as to demonstrate that the person or committee responsible did not actually exercise professional judgment.

This is an open book exam. Don’t blow it. ■

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On the Wings of Faith: Coast Guard Pilot and Seminary Student Ryan Hawn

At one point or another in our lives, we look up at the blue sky and follow a plane or a helicopter, even if for just a few seconds. Sometimes we wonder who flies the aircraft, what they look like and what they think. For once, we have an answer. One of the brave soldiers who keeps our skies safe and serves our country from above is Ryan Hawn.

Coast Guard pilot Hawn flies a helicopter over the Golden Gate Bridge four times a week, while five miles away, students at Golden Gate Baptist Theological Seminary attend classes. Ryan is also a seminary student, although he has never been in a classroom at the Northern California campus. He is taking an online theology course from the seminary's eCampus program, with plans for a Master of Theological Studies degree.

Ryan, 27, has always been eager for education. He enrolled in a dual enrollment program during high school with the local community college. After graduation, he attended the Coast Guard Academy in Connecticut. In four years, he had earned his mechanical engineering degree and was commissioned as an officer. He then went to flight school, and in 18 months, he graduated with his pilot's license. In June 2007, at 24 years old, Ryan earned his wings and was sent to the San Francisco Bay area for his first duty station.

However, this wasn't the end of his education. When Troy Jacobson, the associate pastor at Coastsides Community Church – also an eCampus student – learned that Ryan wanted to “dive more intentionally into the Word,” he recommended Golden Gate Seminary's eCampus program.

During the day, Ryan flies an MH65C Dolphin short-range recovery and multi-mission helicopter, joined by a crew of four whose main missions involve search and rescue, homeland security and training.

In the evenings, when the noise of his helicopter quiets down, this young man

spends his spare time studying theology and sharing ideas and opinions with other members of his sociable online education community, which has developed since he began his first eCampus course in early February 2010.

“We engage each other regarding the material we're reading,” explained the Florida native, referring to his relationship with his 19 classmates. “We've developed a community among ourselves and there are many ways to

interact with each other as we study.” Ryan goes on to list the variety of interactive learning options, including weekly online forums, live chat sessions with Dr. Rick Durst each Thursday at 5 p.m., video posts on YouTube, a weekly visual lecture, study guides and quizzes.

“I like to get my postings done early in order to get a thoughtful response from my classmates,” said Ryan. He noted how the online discussion forum enables everyone “to say exactly what they think. The format allows everybody a chance to be heard without anyone dominating the conversation.” The group is learning together while helping each student contemplate the questions. “I'm really enjoying the class,” he said.

Currently taking Christian Theology II, Ryan said he would choose the online format even if he had the time to attend class. “This gives me lots of opportunity for self-study, and fits into my schedule, regardless.” He anticipates taking more classes. “It's an excellent experience, and a very legitimate and convenient way to learn,” he said. “I can get a master's degree and go to seminary!”

Golden Gate Seminary's fully accredited eCampus program has been available since 2006 through a partnership with The Learning House, Inc. (www.learninghouse.com)—a total online education solutions partner that helps col-



United States Coast Guard pilot Ryan Hawn takes courses at Golden Gate Baptist Theological Seminary online as an eCampus student.

leges and universities offer and manage online degree programs.

Golden Gate's Master of Divinity and Master of Theological Studies online degrees are designed for adult learners who want to work on their seminary degree at their own pace from anywhere in the world. More than 40 credit hours in Old Testament, New Testament, Bible, Church and Baptist History, Worship, Principles and Practices of Bible Teaching, Greek, and Hebrew are offered annually. Taught by eight dedicated and passionate professors, the online courses span over a 10- to 15-week semester. All credit hours are transferable to any higher education institution.

“Golden Gate Seminary created the eCampus program to deliver accredited theological education and leadership skill development to those already established in their ministry setting,” said Dr. Rick Durst, Director of eCampus. These fully accredited, master-level courses are 100 percent online and require no visits to a campus.

Golden Gate Baptist Theological Seminary is a Cooperative Program Ministry of the Southern Baptist Convention and operates five, fully accredited campuses in Northern California, Southern California, Pacific Northwest, Arizona and Colorado. For more information, visit www.ggbts.edu. ■