

THE BAPTIST EDUCATOR



News Journal of the International Association of Baptist Colleges and Universities

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Rick Warren to Deliver Hester Lectures at the IABCU Annual Meeting June 2-4, 2013 in Riverside, CA

Rick Warren, pastor of Saddleback Church in Lake Forest, Calif., will deliver all three Hester Lectures at the annual meeting and workshops of the International Association of Baptist Colleges and Universities (IABCU, June 2-4, 2013). All sessions will be held at California Baptist University (CBU) in Riverside. The hotel for the meeting is the historic Mission Inn, also in Riverside.

President Ronald L. Ellis and first lady, Jane D. Ellis, will be hosts for the meeting that will begin with a plenary session on Sunday afternoon and conclude on Tuesday at noon followed by an optional golf outing at the Victoria Club. Workshops and addresses include the annual legal affairs briefing by attorneys Jim Guenther and Jaime Jordan, an address by President Ellis on the phenomenal growth of California Baptist University and a workshop on development by Ray Lynne, Lifestyle Giving, sponsored by the Southern Baptist Foundation.

Mark A. Wyatt, vice-president for marketing and communication at CBU, will give the results of a research project conducted by



Rick Warren

the CBU Office of Institutional Research Planning and Assessment that includes data from all IABCU regionally accredited member schools who file federal integrated Post Secondary Education Data System (IPEDS) reports.

Administrators invited to the annual meeting and workshops include: presidents, chief academic officers, financial officers, public relations and marketing officers, development officers, student affairs officers, denominational relations officers and others interested in Baptist-related higher education.

A spouse tour and luncheon is being planned for Monday morning through early afternoon.

A special low hotel rate has been negotiated at \$139 per night for single or double occupancy plus taxes. Registration fee for the meeting is \$295 for conference attendees. The fee includes two breakfasts, the business lunch and the reception and banquet and transportation to and from the hotel for sessions on the CBU campus.

Spouse registration is \$65 for the tour and lunch, the reception and banquet and a breakfast at the annual spouse workshop Tuesday morning.

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

Rick Warren: Pastor, Theologian, Global Strategist, Philanthropist

IABCU 2013 Hester Lecturer Rick Warren is a pastor, theologian, global strategist, and philanthropist.

As a pastor, he founded Saddleback Church in Lake Forest, California in 1980 with one family. Today the congregation has 123,000 names on its roll, and 23,000 in average attendance each weekend on its 120-acre campus.

The church offers over 300 community ministries to the poor, prisoners, addicts, those with HIV/AIDS, Down syndrome children, single parents, and hundreds of other groups. Pastor Warren also built the Purpose Driven Network, a global alliance of over 400,000 pastors and priests in 163 nations. Over 700,000 church leaders have participated in his training events. As a theologian, Warren has lectured at numerous seminaries and uni-

versities including Oxford, Cambridge, the Evangelical Theological Society, and the University of Judaism.

His six books are known for explaining theology in understandable ways, and have been translated into 56 languages. *The Purpose Driven Church* is listed in *The 100 Christian Books that Changed the 20th Century* and won the ECPA Gold Medallion. He wrote *The Purpose Driven Life* which became the bestselling hardback in American history, according to *Publisher's Weekly*. It has sold 32 million copies in English alone, and was the best-selling book in the world for three years, in over 50 languages.

As a global strategist, Warren regularly advises international leaders in the public, private, and faith sectors on, poverty, health, education, corruption, leadership development,

and faith and ethics in culture.

He originated the Global P.E.A.C.E. Plan that networks local congregations, businesses, and governments to address poverty, disease, illiteracy, corruption, leadership, and spiritual emptiness.

As philanthropists, Rick and Kay Warren give away 90 percent of their income to plant churches, equip servant leaders, assist the poor, care for the sick, and educate the next generation.

Warren was born in San Jose, Calif. He earned a Bachelor of Arts degree from California Baptist University, a Master of Divinity from Southwestern Theological Seminary, and a Doctor of Ministry degree from Fuller Theological Seminary. Rick and his wife, Kay have three children and five grandchildren. ■

Contents

- 1 Rick Warren to Deliver Hester Lectures
- 2 Leadership Training in Baptist Colleges and Universities
- 3 Comment
- 4 Fall Enrollment at IABCU Schools
- 5 IABCU Annual Meeting and Workshops Agenda
- 9 2010–2013 Baptist College and University Scholars
- 10 Robertson, Farmer, Hester Educational Loans
- 11 CGE Report
- 12 Accrediting Body for Educator Preparation
- 14 Legal Notes
- 16 2012-2013 Annual Tuition at IABCU Schools

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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.

Leadership Training in Baptist Colleges and Universities The Baylor Seminar, May 19–23, 2013

One of the important programs affiliated with the International Association of Baptist Colleges and Universities is the annual “Seminar on Academic Leadership in Baptist Universities,” held on the campus of Baylor University.

This seminar is designed to be an alternative to secular versions of leadership development, such as what one finds with the American Council on Education (ACE) Fellows Program and the Harvard Institute for Educational Management (IEM) Program. While these are excellent programs in their own right, they both lack one essential component—the critical dimension of Christian mission.

The Baylor seminar will be held on May 19–23, 2013. The purpose of the seminar is to provide a unique and significant leadership development opportunity for those in colleges and universities across the country that have a historical connection with Baptists.

The seminar is an intensive experience, condensing into five days a host of issues that includes leadership principles, institutional culture and religious identity, faculty hiring and development, strategic planning and

university finances, legal issues, and the rewards and opportunities of academic leadership.

The seminar features a balanced mix of speakers, participant discussion, case studies, and other interactive methods. Enrollment for the seminar will be capped at forty participants. To date, there are approximately 200 alumni of the seminar, virtually all serving in some leadership capacity in our Baptist schools.

The total fee for the seminar is \$500, which covers all seminar-related costs except travel.

To receive complete information about the seminar, including the program, roster of speakers, and application form, please contact your chief academic officer or Julie Covington at the Center for Ministry Effectiveness and Educational Leadership at Baylor (254-710-4677); <Julie_Covington@baylor.edu>.

The application deadline is March 15, 2013.

If you have questions about the seminar, contact the director of the seminar, Donald D. Schmeltekopf, provost emeritus at Baylor and director of the center (2540710-7691); Donald_Schmeltekopf@baylor.edu. ■



Baylor University, Waco, Texas, is the site of the 2013 Seminar on Academic Leadership in Baptist Colleges and Universities set for May 19–23.

Comment: “They’re all our children.”

Michael E. Arrington
Executive Director, IABCU

—President Barack Obama
December 16, 2012, Newtown, Connecticut

Sometimes events far away bring such Sunfathomable pain to our hearts that we are at a loss for words to describe our feelings.

I feel that inadequacy as I write in the immediate aftermath of the senseless and shocking massacre of 20 young children and 6 adults at the Sandy Hook Elementary School in Newtown, Connecticut.

As educators, parents, grandparents, aunts and uncles, most of us cannot imagine the pain and suffering that will last a lifetime for the families and friends of those who died. The thoughts and prayers of educators throughout the nation and the world will remain focused on the families of the innocent Sandy Hook victims for many years. I am confident that everyone connected with IABCU schools will continue to grieve over the horrific deaths of so many innocent school children and their teachers. There is no doubt that the brave faculty and administrators who gave their lives protecting their students will forever be hailed as American heroes.

In an era of deep political division, there is surely overwhelming agreement in America with President Obama’s December 16 statement, two days after the shootings, that this violence against our children must stop. Hailed by many as one of the greatest Presidential speeches in history, Obama said, “We come to realize that we bear a responsibility for every child because we’re counting on everybody else to look after ours; that we’re all their parents; that they’re all our children.” The brave faculty and staff at Sandy Hook Elementary School gave their lives for their students because they clearly viewed the 6- and 7-year olds as “their children.” I pray that we would all react similarly.

For those of us involved in Christian higher education, we tend to think of our campuses and classrooms as havens of peace and security. Campus violence does occur, but it



Michael Arrington

has been relatively rare at IABCU schools. Unfortunately, evil can and does strike anywhere, and the horror of Sandy Hook looms particularly large in the minds of Presidents, Student Affairs officials, Campus Security officers and others charged with campus safety. The cowardly shootings at Sandy Hook Elementary School serve as a fearful reminder that anyone could be a target for a deranged villain contemplating violence against society.

Campus safety has become a major priority on school campuses across our nation. In the wake of the horror at Sandy Hook, students and parents will expect increased security measures in schools from pre-kindergarten through college. As we mourn for the victims of Sandy Hook, we should give thanks to the brave, often-overlooked colleagues in our Baptist schools’ campus security offices. Their all-too-often thankless job includes provision of 24-hour protection against unwarranted campus intruders and helping ensure the safety of students, faculty and staff.

On a personal note, my paternal grandfather, E.D. Arrington, served for nearly two decades as “night watchman” at the University of Arkansas, Fayetteville. I recall going with him on his campus rounds when I was only 5. I thought my “Pampaw” had to be the most important man at the university. After all, his keys opened every door on the campus.

I now understand that there was considerable truth in the childhood impression I held of my grandfather’s important role at the university. Campus security officers deserve a huge thank you because they stand ready to protect and defend our students, faculty and staff. When campus emergencies occur, they are the “first responders” who heroically face potential dangers.

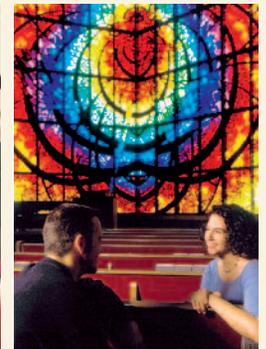
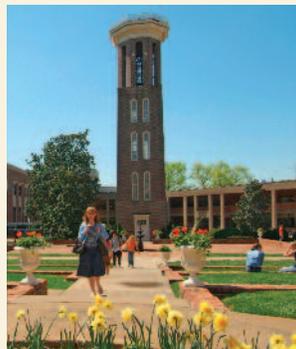
May God bless and comfort all the victims of the Sandy Hook shootings. We pray that such senseless violence against children and adults will, as President Obama stated so strongly, “come to an end.” I thank God for the nurturing and caring environment present in all the schools of the International Association of Baptist Colleges and Universities. ■

Campus security officers deserve a huge thank you because they stand ready to protect and defend our students, faculty and staff.

Total 2012 Fall Enrollment at the 50 IABCU Schools: 152,701

Undergraduate: 120,169; Graduate: 32,532

	<u>UNDERGRADUATE</u>	<u>GRADUATE</u>		<u>UNDERGRADUATE</u>	<u>GRADUATE</u>
1. Anderson University	2,922	409	30. Louisiana College	1,176	335
2. Arkansas Baptist College	1,082	—	(level 3 grad, prog.)		
3. The Baptist College of Florida	538	20	31. Mercer University	4,427	3,914
4. Baptist College of Health Sciences	1,043	—	32. Mid-Continent University	2,175	90
5. Baptist University of the Americas	251	—	33. Mississippi College	3,042	2,028
(diploma extension programs: 700)			34. Missouri Baptist University	3,850	1,362
6. Baylor University	12,918	2,446	35. North Greenville University	2,238	213
7. Belmont University	5,298	1,349	36. Oklahoma Baptist University	1,903	76
8. Blue Mountain College	502	11	37. Ouachita Baptist University	1,532	—
9. Bluefield College	828	—	38. Samford University	2,965	1,793
10. Bowen University (Nigeria)	4,472	32	39. Seinan Gakuin Univ. (Japan)	7,947	215
11. California Baptist University	4,954	1,077	40. Shorter University	2,972	273
12. Campbell University	4,379	532	41. Southwest Baptist University	3,009	855
(first professional enrollment 1,073)			42. Union University	3,028	1,234
13. Campbellsville University	3,132	532	43. Univ. of the Cumberlands	1,864	2,433
14. Carson-Newman College	1,646	321	44. Univ. of Mary Hardin-Baylor	2,926	361
15. Charleston Southern University	2,818	351	45. University of Mobile	1,552	167
16. Chowan University	1,308	8	46. Virginia Intermont College	489	—
17. Clear Creek Baptist Bible College	173	—	47. Wayland Baptist University	5,041	1,793
18. Dallas Baptist University	3,513	2,109	48. William Carey University	2,315	1,708
19. East Texas Baptist University	1,241	49	49. Williams Baptist College	566	—
20. Fruitland Baptist Bible Institute	187	—	50. Yellowstone Baptist College	45	
21. Gardner-Webb University	2,677	1,943	Totals	120,169	32,532
(professional 234)					
22. Georgetown College	1,116	427	Total Graduate and Undergraduate Enrollment		
23. Golden Gate Baptist Theo. Semin.	726	889	in IABCU Member Schools: 152,701		
24. Hannibal-LaGrange University	1,044	—	Source: from information supplied by member		
25. Hardin-Simmons University	1,841	460	schools		
26. Houston Baptist University	2,052	537	“—” signifies no data reported		
27. Howard Payne University	1,088	42	(Published in the 2013 Online Directory of Member		
28. Judson College	368	—	Schools: International Association of Baptist Colleges		
29. Judson University	990	138	and Universities (www.baptistschools.org and		
			www.baptistcolleges.org). ■		



IABCU Annual Meeting and Workshops 2013 Program Schedule

**International Association of
Baptist Colleges and Universities**
Headquarters hotel:
The Mission Inn, Riverside, California

**ALL MEETINGS EXCEPT SPOUSE TOUR
TO BE HELD AT:**

California Baptist University

*(Transportation between hotel and campus will be provided.
Dress for all sessions including banquet and reception is
business casual—no neckties!)*

Attendees:

PRESIDENTS, CHIEF ACADEMIC OFFICERS (CAOs),
CHIEF DEVELOPMENT OFFICERS (CDOs), CHIEF PUBLIC RELATIONS
OFFICERS (PR), CHIEF FINANCIAL OFFICERS (CFOs), CHIEF
STUDENT AFFAIRS OFFICERS (SAOs), DENOMINATIONAL
RELATIONS OFFICERS (DROs)

Sunday, June 2, 2013

Sunday Afternoon

1:00–3:30 IABCU Board of Directors Meeting
(CBU Room TBA)

3:00–6:00 Registration
(CBU Room TBA)

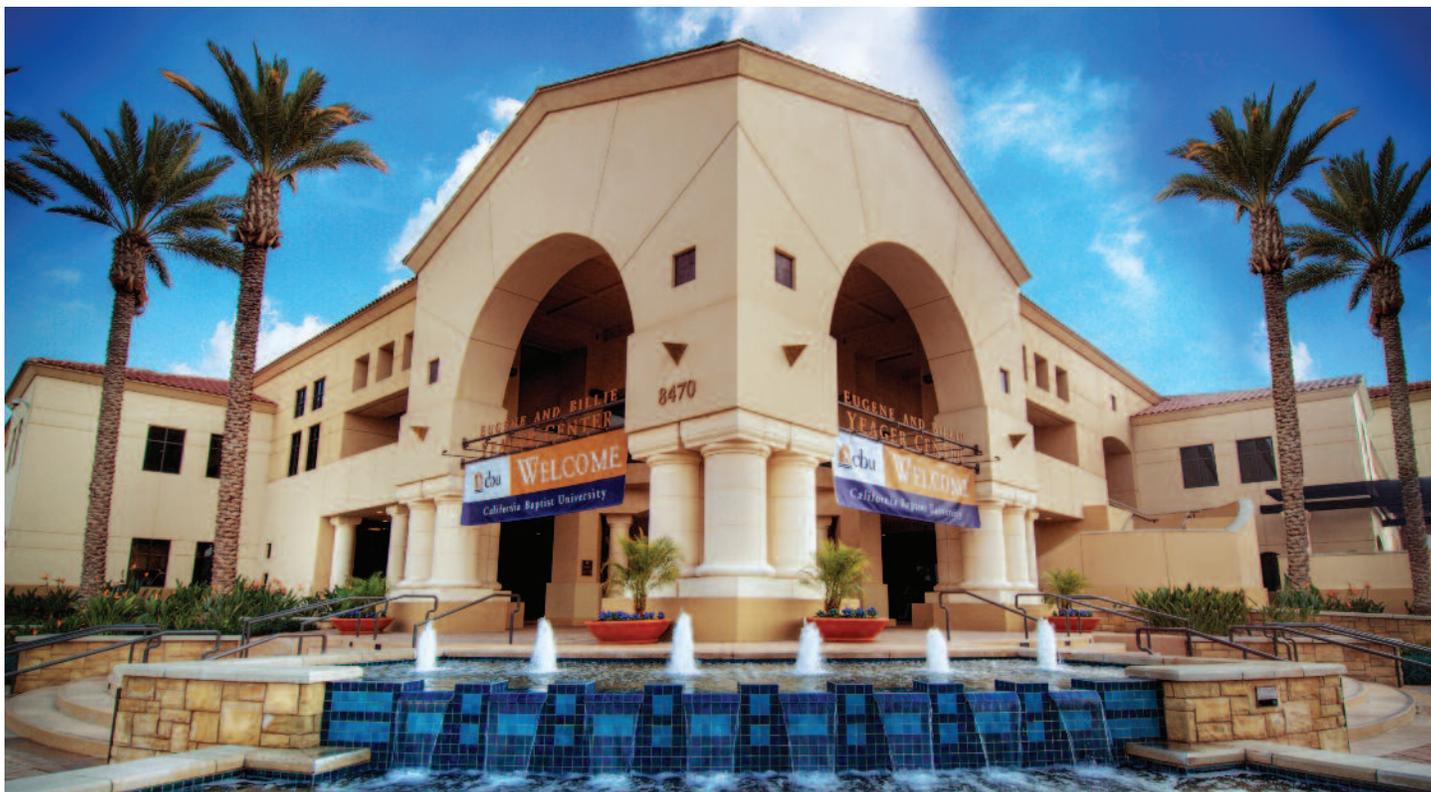
Please visit exhibitors (CBU Room TBA)

4:00 p.m. Buses Leave Mission Inn for California
Baptist University

4:30–5:45 p.m. FIRST PLENARY SESSION
(Innovators Auditorium)

*(Spouses are welcome to attend plenary sessions and
workshops.)*

(Continued on page 6)



The Yeager Center welcomes students and visitors to the campus of California Baptist University. The University, founded in 1950, will be the site of the IABCU 2013 annual meeting June 2-4, Riverside California.

Presiding: **Frank Bonner**, IABCU Board Chair and President, Gardner-Webb University

Welcome to Riverside California: **Ronald L. Ellis**, President, California Baptist University

Devotional: **John Montgomery**, Dean of Spiritual Life, California Baptist University

Announcements, Introduction of Corporate Exhibitors/Sponsors, and Review of Schedule:
Mike Arrington, Executive Director, IABCU

Introduction of Hester Lecturer:
Ronald L. Ellis

First Hester Lecture: Rick Warren, Pastor, Saddleback Church, Lake Forest, Calif.

5:45 Buses leave CBU for The Mission Inn for dinner and fellowship on your own.

Monday, June 3, 2013

7:20 a.m. Buses leave The Mission Inn for California Baptist University.

7:45–9:00 a.m. Breakfast Meeting

Annual Presidents and CAOs Breakfast:
All groups meet together (CBU Room TBA)

Ronald L. Ellis, Building A “University Committed to the Great Commission”

8:45 Spouse Tour: Breakfast on your own before tour
(Meet in Lobby for spouse tour)

Jane Ellis, First Lady, California Baptist University and **Pam Arrington**, representing IABCU, co-conveners. **(Tour details TBA)**

9:00–10:30 Monday Morning
SECOND PLENARY SESSION
(Innovators Auditorium)

Presiding: **Frank Bonner**, IABCU Board Chair and President, Gardner-Webb University

Announcements: **Michael Arrington**

Second Hester Lecture: Rick Warren, Pastor, Saddleback Church, Lake Forest, Calif.



Students participate in chemistry class on the California Baptist University campus in Riverside.

10:30–10:45 Break/Refreshments/Visit Exhibits
(CBU Room TBA)

10:45–12:00 Legal Affairs Briefing
All groups meet together:(CBU Room TBA)

James Guenther and Jaime Jordan, Guenther, Jordan and Price, PC, *Critical Issues in Baptist Higher Education*

12:15–1:45 Monday Afternoon
Annual IABCU Business Luncheon

All Groups Meet Together (CBU Room TBA)

Frank Bonner, president

Executive Director’s Annual Report:
Mike Arrington

Business Items: *(budget, annual meeting location, board member election etc.)*

(Only Presidents and CAOs vote on business items)

Reports:

CGE Opportunities

Carolyn Bishop, President, CGE:

Academic Leadership Seminar:

Don Schmeltekopf, Provost Emeritus, Baylor University:

Update of Service

Barbara Medlin, Guide Stone Financial Resources

2:00–3:30 p.m.

All groups meet together

Panel of College and University Scholars

Presiding: Larry Lyon and Laine Scales, Baylor

University, *Integrating Christian Faith with Scholarship and Teaching: Reflections from our Baptist College and University Scholars*

3:40 p.m. Buses Return to Mission Inn so participants can prepare for Banquet and Reception at California Baptist University
(Dress is business casual—no ties!)

3:50–5:15 p.m. CGE Executive Committee Meeting
(The Mission Inn Room TBA)
Carolyn Bishop, President, CGE, convener

Monday Evening

5:30 p.m. Reception and Banquet: Buses leave hotel for tour of campus and reception and banquet at California Baptist University.
Hosts: Ron and Jane Ellis and CBU staff

Tuesday, June 4, 2013

7:20 a.m. Buses leave The Mission Inn for California Baptist University.

Tuesday Breakfast Meetings

7:45–9:05 All groups (except spouses):
(CBU Room TBA)

Warren Peek, President, Southern Baptist Foundation, Nashville, Tennessee presiding:
Ray Lyne, Lifestyle Giving
(Development Topic TBA)

9:00–10:15 Spouses Breakfast and Program:
(CBU Room TBA)
Jane D. Ellis, presider

9:05–9:30 a.m. Tuesday Morning
Break/Visit Exhibitors *(CBU Room TBA)*

9:35–10:30 a.m. All groups except spouses:
(CBU Room TBA)

Mark A. Wyatt, Vice-President Marketing and Communication, California Baptist University,
OIRPA Research Report and Discussion

10:40–11:45 Tuesday Morning
Third Plenary Session
(Innovators Auditorium)

Presentation of New Officers: **Frank Bonner**
Announcements: **Michael Arrington**

Third Hester Lecture: Rick Warren, Pastor,
Saddleback Church, Lake Forest, Calif.

Discussion, Benediction, Adjourn

2:00 p.m. Golf Outing: Victoria Club, Riverside ■



The new Business Building on the California Baptist University campus in Riverside is the site of the IBCU Annual Meeting and Workshops June 2-4, 2013.

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The eKIOSK Solution allows your school to accept donations and electronic payments in an easy, secure, and economical manner.



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Your students can:

- ➔ Pay Registration Fees
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- ➔ Buy Tickets & Food Plans
- ➔ Purchase Merchandise



2010–2013 Baptist College and University Scholars

The Baylor University Graduate School, in cooperation with the International Association of Baptist Colleges & Universities (IABCU), welcomed six new doctoral students to its Baptist College & University Scholar program. The program is designed to recruit top graduate student applicants from Baptist Universities for Baylor's Ph.D. programs.

The new scholars include **Clary Aaron** (Mercer University), **Grant Francis** (Samford University), **Jennifer Gober** (Howard Payne University), **B. J. Parker** (Mercer University), **Courtney Bailey Parker** (Mercer University), and **Stephanie Peek** (Southwest Baptist University).

They are joining the entering classes of 2010 & 2011: **Kim Bodenhamer** (Hardin-Simmons University), **Michelle Del'Homme** (University of Mary Hardin-Baylor), **Katie Halbesleben** (Oklahoma Baptist

University), **Jessi Hampton** (East Texas Baptist University), **Chris Moore** (Campbell University), **Nicholas Pruitt** (Wayland Baptist University), **Chelsea Ruiz** (University of Mary Hardin-Baylor), and **Scott Ryan** (Gardner-Webb University).

Drs. Larry Lyon and Laine Scales, who were instrumental in launching the program in the fall of 2010, have begun preparing the BCU Scholars for their presentations at the 2013 Annual IABCU Meeting to be held in Riverside, Calif., June 2-4. "These students play an important role in connecting Baylor with its Baptist University partners, and all Baptists—faculty, students, and administrators—will benefit from this well prepared, highly credentialed group of faculty serving in our universities and colleges," said Lyon.

If you would like further information about this program, please visit our website at <http://www.baylor.edu/graduate/index.php?id=78132>. ■



Pictured from left to right: Grant Francis, Scott Ryan, Nicholas Pruitt, Clary Aaron, Katie Halbesleben, Jennifer Gober, Jessi Hampton, Kimberly Bodenhamer, Michelle Del'Homme, Dean Larry Lyon, Chelsea Ruiz, Dr. Laine Scales, Chris Moore, Stephanie Peek, B. J. Parker, & Courtney Parker.

Robertson/Farmer/Hester Educational Loans and Scholarships Available to IABCU Faculty and Administrators to Pursue Doctoral Degrees

Robertson/Farmer/Hester Educational Loan funds designed to assist full-time faculty or administrators at qualifying Southern Baptist-related educational institutions to obtain their doctoral degrees and postdoctoral study/research are available from the Southern Baptist Foundation.

Applicants are required to be active members of a local Southern Baptist church and they must have been accepted in a program of doctoral or postdoctoral study. Professors and administrators can be awarded up to a maximum of \$10,000 over a five-year period with a maxi-

imum of \$2,000 per semester and \$1,500 per summer term.

The loans are to be paid back in service at a qualifying Southern Baptist school at the rate of \$2,000 per academic year. If a loan recipient ceases to be employed by a qualifying Southern Baptist educational institution for any reason or fails to complete the degree in five years the loan must be paid back in cash plus interest.

Applications and policies can be requested by calling Margaret Cammuse at the Southern Baptist Foundation, 615-254-8823 or 800-245-8183. Deadline for applications is April 15 for consideration for the next academic year. ■

A Call for Articles for *Baptist Educator*

The Baptist Educator is now accepting articles on a wide-range of Christian higher education topics for publication in the annual printed version and the twice annual digital version of the publication.

The printed version, published in the first trimester of the year, is mailed to more than 9,000 faculty, staff and administrators of the member schools of the International Association of Baptist Colleges and Universities (IABCU). All three versions will be available for free download at <www.baptistschools.org> or <www.baptistcolleges.org>.

Faculty, administrators and staff of member schools are encouraged to submit articles via e-mail to Tim Fields, managing editor and associate director of IABCU at <tim_fields@baptistschools.org>.

Articles should include innovative or informative subject matter related to Christian higher education such as integration of faith and learning, teaching and learning models, advances in research or innovations in an academic or administrative discipline.

Upon acceptance for publication the author of the article will be notified of the proposed publication date.

Check out the newly redesigned website of the International Association of Baptist Colleges and Universities at <www.baptistschools.org> or <www.baptistcolleges.org>.



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Consortium for Global Education
by Carolyn G. Bishop, President, CGE



A New Year for CGE Twenty Thirteen Travelers

As we remember there is “a time to grow and a time to sow,” we look forward to fruitful times ahead for CGE! Many faculty members and students will continue to give heartfelt service to CGE in sharing their educational expertise and life experiences with many on campuses in significant global and historic cities.

In **Twenty Thirteen**, new opportunities are open to member faculty to investigate CGE’s new partner sites for semester, summer, and short-term visits. CGE is pleased to be an Affiliate Partner with CAPA International of London, UK. Their study sites in Beijing, Sydney, Florence, Buenos Aires, and Istanbul are open for many CGE faculty members to visit during CAPA’s workshop sessions.

Each workshop introduces CAPA personnel, programs, and service options for participating CGE students. For airfare and about \$500, CGE administrators and faculty can enroll in one of these location workshops and then help CGE recruit study abroad students. In 2013, CGE is offering ten (10) faculty grants of \$500 each to CGE faculty members recommended by their President for a CGE sponsored CAPA workshop. Two grants



Istanbul

will be provided to each of the 5 locations listed above.

These funds are provided to CGE from CAPA within their generous gift commemorating our 25th Anniversary Celebration. Thank you CAPA!! Contact the CGE office or website at <www.cgedu.org> for details.

Be a **Twenty Thirteen Time-saver** and find faculty and student options to broaden your programs for educational opportunities. Join CGE in Cambodia, Myanmar, and Thailand from March 10–20 for a guided impact visit to Phnom Penh’s top 2 universities, Myanmar’s famous national university in Yangon, and our strategic CGE hub at Sripatum University in Bangkok.



Florence



Myanmar

All options are packaged to meet your timeframe, budget, and need to meet top national and university leaders. Call 770-321-4897 or email <info@cgedu.org>.

In June, benefit historically and spiritually from CGE’s Annual Meeting speaker, Dimitrios Kavakas, for a special visit to Greece and overview of the “Footsteps of Paul” experience with the American College of Thessaloniki. Gain a site perspective, meet gifted professors, and see early church sites there and in Athens before returning home fired up to recruit students on your campus!! Contact CGE 770-321-4897, <info@cgedu.org> or <dkavakas@act.edu>.



Thessaloniki

International program leaders can **Triple Twenty Thirteen** efforts by allowing CGE to help them find qualified Exchange Visitor faculty to augment needs in their ESL and language programs or even for research and lecture help in any discipline! Many qualified overseas faculty members even have their expenses paid by their home universities, so contact CGE for ideas.

As we recognize all the challenges across the globe, it is reassuring that through CGE everyone can find a global opportunity with a well-planned and strategically situated overseas teaching or study experience.

Join us in seeing amazing growth and lives touched with seeds of knowledge and truth sown by committed CGE administrators and faculty.

Be a Twenty Thirteen Traveler with CGE! ■

New Accrediting Body for Educator Preparation Seeks Public Comment on Next Generation of Accreditation Standards and Evidence

Public Comment Period February 15-March 29

By James G. Cibulka, president
Council for the Accreditation of Educator Preparation

Education reform over the past decades has ushered in changes in standards, assessment, curriculum, and teacher evaluation. Most recently, the focus has turned to teachers and their professional preparation. Research has shown that teachers are the most important in-school influence on student achievement.

While education reform is often politicized, the opposing sides share considerable common ground. In the end, those vested in the topic of education reform agree that every student deserves the best teachers and education possible.

A new national accreditor charged with assuring the quality of educator preparation is being launched this year, and is already at work defining higher standards for programs that prepare educators. The public will have a chance to weigh in on those standards and expectations soon.

The Council for the Accreditation of Education Preparation (CAEP)¹ takes up its responsibilities as the new national accreditor of educator preparation providers at a time of high interest in P-12 student performance and in the capabilities of the education workforce. In this context, accreditation must be a strong lever in shaping educator preparation, assuring the public of the rigor of educator preparation programs.

Accreditation is a non-governmental activity based on peer-review that serves the dual functions of assuring quality and motivating improvement. CAEP, then, is ideally positioned to play an effective role through its accreditation standards as a collaborator and initiator of changes in educator preparation that enhance the effects of these widespread reforms. The accreditation process provides a ready means of bringing evidence to bear on the task of meeting the unique demands, challenges, and opportunities that make up the new educational landscape.

Standards serve as the basis for any accreditor's reviews. These attributes of accreditation spring from a broad consensus across educator preparation stakeholders, data users, and policymakers, and are what set accreditation apart from simple ranking systems.

Standards make expectations for evidence clear. They have caused providers to regroup and begin again, if necessary. They have motivated creation of assessments to demonstrate candidate teaching "performances" and testing constructs that include explicit focus on P-12 learning as the object of preparation. They act as a framework for continuous improvement.

It is appropriate, then, that the first publically visible action of CAEP was the creation in May 2012 of its Commission on Standards and Performance Reporting, which was tasked with transforming the preparation of educators by creating a rigorous system of accreditation that demands excellence and produces

educators who raise student achievement. And now it is *YOUR* turn. Accreditation processes evolve over time in response to developments in research, improvements in practice, and changes in policies and expectations for schools and teachers. The Commission has worked diligently to draft the next generation of accreditation standards and accompanying evidence, and now we need the thoughtful feedback of the full range of stakeholders in educator preparation.

A link to the draft standards and instructions for public comment can be found at <www.CAEPnet.org>. The public comment period extends from February 15–March 29, 2013. Following this period, a summary of the comments received will be made available, with the Commission meeting again in late May or early June to finalize the standards to be presented to the CAEP Board of Directors.

Specifically, the Commission was charged with developing – for all preparation providers – the next generation of accreditation standards based on evidence, continuous improvement, innovation, and clinical practice. Along with rigorous standards and evidence, the Commission was also charged with recommending transparent CAEP public accountability reporting with multiple measures, including those directly linked to student achievement.

The Commission's work is organized around the three areas of teacher preparation identified by the National Research Council² (NRC) as most likely to have the strongest effects on raising student achievement—content knowledge, clinical experience, and the quality of teacher candidates. The Commission is also exploring other important functions of an accrediting body, including quality assurance, continuous improvement and public accountability and transparency. The first four working groups listed below were charged with developing standards and evidence using common principles for determining the sufficiency of evidence. The final working group was charged with advising the Commission on best practices in public reporting within accreditation bodies and how those practices should be adapted for CAEP purposes.

Content and Pedagogical Knowledge: Content knowledge could take into account knowledge of content standards, knowledge of major concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline that candidates are preparing to teach. Pedagogical knowledge could include engaging students in higher-order thinking, knowledge of common errors in student reasoning, monitoring student progress, using assessment to engage learners in growth and to guide teacher's decision-making, creating effective learning environments, implementing instructional strategies, learning progressions, child development, family

engagement, the role of culture and language, and use of digital media and technology to promote learning, etc.

Clinical Practice and Partnerships: Clinical practice and partnerships could include integration of content and pedagogical knowledge into a robust continuum of clinical and laboratory experiences, staffing models to support clinical preparation, placement of candidates with qualified clinical educators and diverse settings, and partnering with school districts and other stakeholders.

Quality/Selectivity of Candidates: This working group focuses on developing standards and evidence around effective recruitment, selection, and entrance and exit qualifications of candidates.

Capacity, Quality & Continuous Improvement: This working group focuses on developing standards and evidence around investment in human, physical, fiscal, and organizational structure and capacity for performance management systems, quality assurance, and continuous improvement.

Accreditation, Public Accountability and Transparency: This working group advises the Commission on the following key concepts and best practices in accreditation and how they can be adapted for use by CAEP:

Public Accountability

Review Cycle

Levels of Accreditation

In recommending standards and accompanying evidence, the

Commission has sought to align its work with state and national reform initiatives and state program approval and licensure, and take into account, in addition to the NRC report, recommendations from NCATE's Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, the implications of college- and career-ready standards, the new InTASC standards, the 2012 report by the Council of Chief State School Officers (CCSSO) Task Force on Education Preparation and Entry into the Profession, and other national reports related to education reform.

Accreditation has sometimes been criticized for focus on inputs rather than outcomes, so it should be noted that this next generation of standards will be redesigned to make evidence and continuous quality improvement central to the mission of 21st century accreditation. These new standards seek to move beyond simple compliance measures, incorporating "aspirational" standards, describing a kind of ideal program or characteristic, as well as more "prescriptive" ones firmly rooted in research.³

With emerging evidence, data streams, and the most sweeping education reforms in decades, CAEP is poised to work with educator preparation providers in using accreditation to leverage further advancement in the field, ensuring that P-12 students are prepared to compete in today's global economy.⁴

Endnotes

¹ As the new national accretor, CAEP will initially accredit more than 900 educator preparation providers currently accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). Included in

that number are a large number of religiously based educator preparation providers – including almost half of the members of the International Association of Baptist Colleges and Universities – that prepare teachers for public and private schools, alike.

² Higher education's own self-governing accreditation coordinator, the Council for Higher Education Accreditation, describes accreditation as "... a process for reviewing colleges, universities, institutions and programs to judge their educational quality—how well they serve students and society." Council for Higher Education Accreditation, *The Value of Accreditation*, CHEA, June 2010 p. 1.

³National Research Council. (2010). *Preparing teachers: Building evidence for sound policy*. Committee on the Study of Teacher Preparation Programs in the United States, Center for Education. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

⁴ Peter Ewell, *Recent Trends and Practices in Accreditation: Implications for the Development of Standards for the Council for the Accreditation of Educator Preparation*; CAEP, 2012. ■



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PUBLIC COMMENT DEADLINE
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Fun and Games!



As I write, holiday parties are swirling around like snowflakes on Christmas Eve in a made-for-TV movie. People who think lawyers have no sense of fun are badly mistaken; lawyers love good holiday parties and merry party games. I invite you to play a game which delights lawyers in every jurisdiction: “Truth or Spurious, Fallacious, and Intentional Obfuscation.” Here is how we play: I tell you about three “lawsuits,” and you tell me which one is made up. Standard rules apply: No fair consulting the Decennial caselaw digests—anyway, I changed the names.

Case One: Alice arrived at her freshman dorm with a suitcase, a laptop, and Mr. Whiskers the guinea pig. When shown the university’s “no pets” policy, Alice explained that Mr. Whiskers was not a pet but a service animal which functioned as a “comfort object” to help relieve stress. She showed the university a letter from her doctor stating that “the presence of Mr. Whiskers provides Alice with continued emotional support and attachment (thereby reducing symptoms of depression), physiological benefits (such as decreased heart rate), and psychological benefits (such as increased Oxytocin levels, which directly impact the sense of life satisfaction).” The university denied admission to Mr. Whiskers, and Alice sued the university for failing to accommodate her disability under the federal Rehabilitation Act. The university argued that Department of Justice regulations construing the Americans with Disabilities Act (ADA) limit the definition of “service animal” to include only dogs and specifically exclude “emotional support animals.” And everybody knows that the Rehabilitation Act and the ADA are interpreted just alike. However, apparently the Department of Justice’s Deputy Assistant Secretary for Enforcement and the Sixth Circuit Court of Appeals did not know. Lifting a quote from a DOJ memorandum, the court held that the “DA’s definition of “service animal” did not apply to the Rehabilitation Act: “Disabled individuals may request a reasonable accommodation for assistance animals in addition to dogs, including emotional

support animals.” The university was warned that it might be a reasonable accommodation to allow Alice the comfort of Mr. Whiskers during her college career.

Case Two: Freshman Brumby and some other fraternity pledges decided to “creek” a few upperclass brothers. “Creeking” involves taking a brother to be submerged in nearby Caspian Creek and is generally done to celebrate an engagement or a twenty-first birthday. After completing one “creeking” but failing on the rest, several un-creeked upperclassmen decided to “shower” Brumby. “Showering” (placing a brother under running water in the shower) was apparently the traditional punishment for a failed creeking. Brumby resisted (“not wanting to back down from a fight”), so four upperclassmen including Pinto—a former wrestler—undertook to carry Brumby to the shower. En route to the shower, Pinto placed Brumby in a chokehold, Brumby went limp, and the brothers dropped him, injuring Brumby.

Brumby sued the university for allowing him to be injured in the course of hazing. The court agreed that the university, as the owner of the land occupied by the fraternity house, had a duty to take reasonable precautions to protect invitees from foreseeable criminal attacks, i.e., “hazing.” However, the court found that no jury in the state could find that the creeking, showering, and wrestling constituted hazing even though they were recognized chapter traditions. These were not activities forced upon Brumby as a condition of membership. Brumby’s injuries resulted from what the court called “an escalation of the preceding impromptu activities” (but what I am pretty sure my Dad called “horseplay”). While illegal hazing creates liability for a university, perfectly legal “escalation of impromptu activities” does not. (*N.B.* I would not advise my clients to count on getting this Christmas present from a court.)

Case Three: Ms. Ballon, an instructor for the university’s extra-curricular Ballroom Dance Team observed two students performing a lift incorrectly. John

was lifting Mary over his right shoulder instead of his left. He told Ms. Ballon, “I’ve never been able to get this lift well,” to which she replied, “Either you guys do this right or we are going to cut the lift from the routine.” Mary considered the lift “the coolest lift we had been doing.” When John attempted to lift Mary over his left shoulder, John lost his footing and Mary was injured. When Mary sued the university, it sought to have the case thrown out of court.

The court found that Ms. Ballon had a duty to exercise reasonable care because a “special relationship” may exist between students and their instructors. The court said that “even college students” want to please their instructors and to succeed in their studies. Mary believed that Ms. Ballon had command of her subject matter. When the students, in the court’s words, “were directed to do the lift,” it encouraged Mary to “abandon her own internal signals of peril and rely detrimentally on her instructor.” A special relationship is created (and liability may ensue) when (1) a directive is given to a student (2) by a teacher or coach (3) within the scope of an academic enterprise, even an extra-curricular one.

Think you know which case is made up? I doubt it, because I cheated (take *that*, Professor Richards and your self-styled Sneaky Multiple Choice questions on the Shakespeare final). All of these are actual cases litigated in the waning months of 2012. Who could make this stuff up?

The point of this “game” is to remind all of us that common sense is not an infallible predictor of legal outcomes. Risk and liability lurk in every shadow of the campus, waiting to be recognized and managed. My admonition to you for 2013 is that of Sargeant Phil Esterhaus: “Hey, let’s be careful out there.”

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ILLINOIS

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Georgetown College \$30,770
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Univ. of the Cumberlands \$19,000

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(12 hrs./sem.)

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Mississippi College \$13,720
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Fruitland Baptist Bible Institute
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Gardner-Webb University \$24,250

OKLAHOMA

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(includes fees)

SOUTH CAROLINA

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North Greenville University \$13,936

TENNESSEE

Baptist College of
Health Sciences \$11,870
Belmont University \$26,130
Carson-Newman College \$21,660
Union University \$24,940

TEXAS

Baptist Univ. of the Americas \$5,280
(12 hrs./semester)
Baylor University \$30,586
Dallas Baptist University \$20,910
East Texas Baptist University \$19,292
Hardin-Simmons University \$21,900
Houston Baptist University \$25,245
Howard Payne University \$21,200
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Wayland Baptist University \$14,630
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VIRGINIA

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