

# CCME NEWSLETTER

May

Council of College and Military Educators

2004



*Horse and Carriage touring the French Quarter-New Orleans*

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## **From the President**

I'd like to thank you all for the opportunity to serve as President of CCME during the year ahead. I am so proud to be a part of an organization that has shown its commitment year after year to the betterment of educational opportunities for our country's service members. It has done so by consistently addressing the issues that impact upon the quality and the delivery of educational programs. CCME has hosted advocates of both sides of the accreditation divide. We have invited experts who shared quality benchmarks and standards for distance delivery of academic programs. These and numerous other issues that pose challenges and, at times, threats to quality education for service members, have been on the agenda of CCME Symposia over the years. This trend culminated at our most recent annual Symposium in Santa Barbara last February. So too did the yearly growth in membership and the popularity of our annual Symposium as the forum of choice for professional development and camaraderie among military voluntary education professionals worldwide. This success has been no accident. It has been the direct result of the hard work and dedication of your CCME Executive Board. They have collectively, with suggestions from the general membership, brought together subject experts and those in leadership positions within academe, government and industry to provide interesting and educational agenda items at our annual symposium. We have already begun doing the same thing for next February's Symposium in New Orleans.

Our Symposium theme for next February is "Serving the Servicemember – In Search for Excellence". This search for excellence may be a lofty goal given the backdrop of the current landscape of military voluntary education. Budget driven reductions in manpower both at military educational facilities and the colleges that provide educational programs to the military are a reality, resulting in cutbacks to resources required to maintain a focused commitment to education of our military. Such conditions create hurdles we must try to overcome and challenges we have little choice but to meet head on, if we have any hope of making progress. Creative partnerships and other "out-of-the-box" ideas may help provide increased efficiencies and economies of scale to help us do more with less. Our next Symposium will address these issues and perhaps some solutions will surface.

I hope you'll make plans for joining us in New Orleans next February 7<sup>th</sup>-10<sup>th</sup> at our Symposium. It should be professionally rewarding as well as a time to see old friends and to make new ones.

**Ed McKenney**

## Reflections of our Santa Barbara Symposium

Christina Dewey

### *Live From Santa Barbara! Looking Back On Our Symposium*

Santa Barbara was a beautiful setting for the 2004 CCME Annual Symposium entitled "Cooperation and Collaboration With Results: LET'S TALK!" As many of you know, the February Symposium carried the largest attendance ever – 399 participants. The venue contributed to the large participation but based on the survey results, CCME's program continues to provide presentations and workshops for professional development and address important issues in military voluntary education. We've listed some excerpts from the surveys of the symposium – the majority of comments were very favorable:

"Excellent use of time-thank you for staying on track and providing the best CCME's available."

"Wonderful conference, well organized, and great location."

"Getting better every year!"

"Thank you and congratulations to CCME planning committee for an excellent conference."

It goes without saying that the best intentions can sometimes fall short of expectations and in keeping with that thought; there were some comments that show we can always improve.

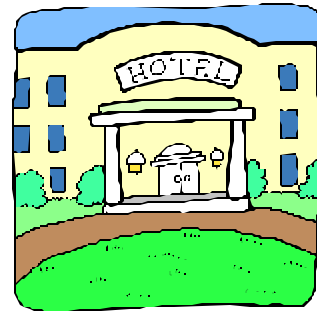
DOD policy maker presentations were very welcomed as they provided valuable updates on the state of military voluntary education. Membership comments did reflect their eagerness to hear updates but also their desire for new information as well, based on the changing landscape of military voluntary education. And sadly, we said goodbye to Otto Thomas who will be retiring after many years of dedicated service. His honest presentation reflected on his many years of service and how so much has changed except for one thing, and that is the need for continuing more arduously than ever, the support for voluntary education for the military member and their families. Steve Kime announced his planned retirement for later this year and everyone who knows Steve knows the passion that he has imparted through his tenure at SOC. We felt very fortunate to have their participation one last time prior to retiring. Dr. Akande's presentation was overwhelmingly received as inspirational, motivational, powerful, and passionate. CCME was very fortunate to have him agree to speak at our symposium! We would also like to thank all of you who took the time to fill out the surveys. Your comments are very helpful to the Board in structuring each year's program so that useful, practical, inspirational and instructive topics are addressed – thank you one and all!



**Presentations are available on the web site at**  
[www.ccmeonline.org](http://www.ccmeonline.org)



*Enjoying breakfast in the French Quarter*



### **Room Reservations for February 2005 CCME Symposium at the New Orleans Marriott**

To make your room reservations, we recommend you call direct to the New Orleans Marriott using the following numbers: (800-654-3990) or (504-581-1000, ext.4302).

If you have any difficulties please contact our Marriott POC, Kimberly Mitchell at [kimberly.mitchell@marriott.com](mailto:kimberly.mitchell@marriott.com).



*The famous Bourbon Street at night.*

## New Orleans 2005 CCME Annual Symposium February 7-10, 2005

While New Orleans is famous for being a party town, especially during Mardi Gras, it is only one (small) facet of what the city has to offer. Some interesting facts: "First-time visitors are often struck by the European flavor of New Orleans, and little wonder. It's everywhere! Visitors see it in the architecture, taste it in the food, hear it in the music that abounds, and experience it in the hospitality and characteristic accent of the locals."

Louisiana was claimed for French King Louis XIV in 1699 and is the only state that was once a French royal colony. "La Nouvelle Orleans" was founded in 1718 and ruled by France and then Spain for nearly 100 years. It is the only U.S. city where French was the predominant language for more than one century.

As Americans settled in New Orleans, they built exquisite antebellum mansions in the Garden District and Uptown. These architectural gems fill the residential areas. Locals who recognize their architectural significance have restored many of these homes in grand fashion.

New Orleans is known as the birthplace of jazz, and rightfully so. Early jazz greats like Louis Armstrong, Buddy Bolden, Jelly Roll Morton and King Oliver got their starts in the nightclubs of Storyville, a red-light district that flourished between 1897 and 1917. The city's musical tradition remains strong with the Neville Brothers, the Marsalis family, Harry Connick, Jr., and many others. Events such as the New Orleans Jazz and Heritage Festival, the French Quarter Festival, Satchmo Summer Fest and others share these gifts with the world.

### Things to do...

**Tour - Literary New Orleans** - New Orleans is a favorite setting for books and those that write them. Tour New Orleans spots made famous in books and see the homes of your favorite authors – Faulkner, Tennessee Williams, Anne Rice and more.

**Museum - Longue Vue House and Gardens** is a sumptuous early 20th century home surrounded by 8 magnificently manicured acres of gardens and the exquisite home of Edith and Edgar Stern, heirs to the Sears Roebuck fortune.

### Restaurants...

**The Original Cafe Du Monde** is a traditional coffee shop. Its menu consists of dark roasted Coffee and Chicory, Beignets, White and Chocolate Milk, and fresh squeezed Orange Juice. The coffee is served Black or Au Lait. Au Lait means that it is mixed half and half with hot milk. Beignets are square French-style doughnuts, lavishly covered with powdered sugar.

**Acme Oyster & Seafood House** - since 1910, ACME Oyster House has been pleasing the palates of discriminating diners. Acme's is located in the Popular French Quarter. There is a beautiful outdoor patio, a great view of the lake and a wonderful aquarium with fish that must be seen to be believed! Acme Oyster House is the name people have trusted to provide a fun, casual atmosphere for all types of occasions."

For more information about the great city of New Orleans, things to do or places to go; go to the New Orleans Chamber of Commerce website at [www.norcc.org](http://www.norcc.org) .

# **Advisory Committees on Military Education (ACMEs): Of Waning Value to the Department of Defense (Part One of a Three Part Series)**

**Gary A. Woods**  
**Chief of Continuing Education Programs**  
**Department of Defense**

## **DO WE STILL NEED ACMEs ?**

As the title of this article suggests, ACMEs are becoming more and more of limited value to the Department of Defense and its adult student clientele. Twenty or thirty years ago, no one would have dreamed of making that kind of statement. But now it can almost be used *carte blanche* to define the significance of ACMEs across the country, at least when referring to their declining relevance to military off-duty, voluntary education.

Why say that? To answer that seemingly simple question, one has to begin by asking and answering several others. First, why and how were the ACMEs formed in the first place? Second, how have they changed over the past twenty or so years? Third, what impact has that change had on the relevance of the ACMEs, at least from DoD's perspective? And, lastly, for purposes of this particular analysis, what can be done to rectify the situation, so they once again become the dynamic, proactive advocates they used to be on behalf of Service members assigned to the states the ACMEs were originally established to serve?

I will deal with each of these topics in an extended series of articles that will stretch over three separate issues of CCME's newsletter. All of that will be addressed in the keynote presentation at the CCME symposium in February 2005, as well as in a panel presentation that I will chair as part of that conference.

Actually you would have to go back to the beginning of the ACME 'movement' to understand why what they used to do is now missed so much.

## **THE CHALLENGE IN CALIFORNIA**

In the early 1970s, California initiated what became the embryo of the nation's first ACME. What is now the Council of College and Military Educators (CCME) finds its roots in the California Community Colleges and Military Educators Association (CCCMEA). CCCMEA was originally an organization of community colleges that offered approved high school completion programs on military installations scattered across California. That was back when the military did not require an enlistee to have a high school diploma before they could join the Service. CCCMEA was formed as a forum within which provider institutions could address and resolve common challenges pertaining to those high school completion programs in conjunction with education officers from installations around the state.

One day, the whole nature of the organization changed. When the new, all-volunteer military began to require enlistees to have high school diplomas as a condition of enlistment, the reason for CCCMEA's existence began to evolve. CCCMEA's institutional

leadership questioned the need for the organization to continued existence. Participants from military installations familiar with the full spectrum of offerings on bases statewide had a different perspective. They knew that new high school graduates filling the barracks would have totally different educational goals in mind.

After some serious give and take on the issue, at a CCCMEA conference in the Marine Corps Memorial Hotel in San Francisco in 1982, the leadership of CCCMEA took a bold decision that has had repercussions to this day. They re-wrote the organizational charter and changed its name. From then on CCMEA, the California Colleges and Military Educators Association, took on the challenge of addressing the educational needs of Servicemembers from a new perspective. The organization would now focus on issues that dealt with delivery of two year and four-year college programs that this new generation of military personnel was interested in pursuing. That focus soon expanded to graduate programs as well. The size and scope of the organization began to change.

It was at this point in its evolution that California's ACME came into its own, from the perspective of what ACMEs are all about. Senior military leadership and senior academic leadership, in the persona of generals and admirals and college presidents and deans, in conjunction with base education leadership and state legislative leadership, began to look at how they could best serve the academic and fiscal well-being of military students.

CCMEA was the focus and impetus of a vast majority of those efforts in California. Over the years, due to the combined dedication of the various players involved, laws were passed that ensured military personnel and their adult family members paid in-state tuition for the first year they were in the state. That gave them time to establish residence and reap the benefits of an excellent education at inexpensive in-state rates. This was a new paradigm for state sponsored education; and it was eventually replicated across the nation. That is now a rather tame expectation; in the 1970s that was a revolutionary concept.

But CCMEA's efforts did not stop there. Again, working closely with state legislative leadership, CCMEA was able to influence a discounted tuition rate at California's community colleges. Tuition was limited to a minimal fee per semester per student. That saved the student and the government millions of dollars in tuition and tuition assistance costs. The ACME had proven itself an important change agent.

## **THE TANGO IN TEXAS**

California educators, government and institutional representatives alike, were not the only ones who rose to meet and overcome challenges on behalf of the military student. A few brave souls in Texas who didn't know the extent of their influence, became focused and dedicated and energized, and in doing so won a momentous match with the state's educational hierarchy.

In 1977, Dr. Ken Ashworth, who would eventually become the Commissioner of the Texas Higher Education Coordinating Board, was then an educator working for the extension division of the newly formed University of Texas at San Antonio (UTSA). He sincerely believed that quality education could not

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take place off campus; and he thus dismissed the overtures of installations in San Antonio that offered to help the fledgling institution by inviting UTSA classes onto the bases. Since Ashworth was focused on ensuring that the campus was able to fill its classrooms with paying students, he was not just interested in growing enrollments. In defense of that stance, he wrote numerous articles castigating the lack of quality of on-base programs in general.

However, it was his role as Commissioner of Texas' Higher Education establishment that generated a need for military installations, Texas educational institutions, and state legislators to form an alliance designed to counter Ashworth's efforts and work for the well being of military students serving on installations across the state. In 1987, Ashworth headed up an effort that resulted in formation of what became known as the "one third" rule. That rule required students pursuing a degree from public four-year educational institutions in Texas to take one third of their credits on a campus. He placed many other restrictions on institutions willing to meet the test of that rule, so much so that he actually made it impossible for Texas institutions to offer programs on military installations.

Eventually, when senior military leadership in Texas became aware of the inequities that Ashworth's policies generated for military student, they got involved. When these senior-ranking military learned that inmates in state prisons did not have to comply with the one-third rule that applied to military personnel, and when they learned that the Services were paying \$370 per course for out-of-state institutions offering coursework on base vs. \$97 per course for in-state programs that weren't being approved to operate on base, they energized their senior education services leadership. In partnership with leading Texas academicians, Air Force and Army education services personnel formed the Council on Military Education in Texas (COMET) in the summer of 1993.

As John Mitzel, one of COMET's founders put it, "We had a cause, and that cause was to come together as an organization to impact state legislation and the Board to eliminate the one-third rule." To that end, COMET came up with a plan to involve senior military leadership across the state, write and talk with Higher Education Board members, coordinate the support of interested institutions, help draft legislation that state representatives would sponsor, bring media coverage to bear, and elevate the issue to the Department of Defense if needed. After some hard work and dedicated cooperation with influence centers across the state, COMET's efforts paid off. In 1995 the Board rescinded its one-third rule.

#### **OTHER ACMEs**

While California and Texas took the lead in forming organizations that focused on improving the educational needs of our service members, they were not alone. Florida, South Carolina, Pennsylvania, Maine, Utah, Washington State and Virginia all formed Advisory Councils on Military Education. Some, like Florida and Virginia, were officially established in law to provide advice to their governors or legislatures concerning educational issues impacting on military personnel within their states. States like New York, in light of the tremendous contributions being made by military personnel on a daily basis in Iraq and Afghanistan, recently began looking for ways to help military personnel, and began asking DoD for advice on how to establish an ACME in New York for that very purpose.

#### **ACMEs LOSE THEIR EDGE**

As senior military leaders moved onto new assignments, as senior academic leaders within the states retired or moved on to new challenges, and as legislative contacts were replaced by newly elected state representatives, most, if not all ACMEs began to lose their edge. In most instances, ACME leadership devolved either to a strong group of academic members of the organization, or to strong base education officers who had been the mainstay of their state organizations. These two groups began to deal solely with isolated installation or institutional challenges that no longer placed emphasis on mega issues applicable across the services, across academe or across the state. The student was slowly replaced as the focus as resolution of challenging bureaucratic processes began to take center stage.

How that happened and the long-term impact of that dynamic will be the focus of part two of this series.

#### **CCME Scholarship Awards**

Each year, CCME identifies deserving military students for award of a scholarship. This year at our 2004 Annual Symposium at Santa Barbara in February, ten (10) scholarships were awarded. Please join us in congratulating:

PO3 Alicia McCormick – Coast Guard  
PO2 Michael Marotta – Navy  
SSGT Myron Cleveland – Marine Corps  
CWO3 Julian Garibav – Navy  
MSGT Laura Lindsey – Air Force  
PO2 Jerome Robinson – Navy  
PO2 Mark Blalock – Navy  
PO2 William Hayes – Navy  
PO2 Elias Sanchez – Navy  
PO2 Kristen Bourland - Navy

#### **CCME Annual Awards**

On behalf of CCME, President JJ Jones was very pleased to present the following awards during the banquet dinner at the Fess Parker Doubletree Resort in Santa Barbara.

**President's Award** - Clinton "Andy" Anderson  
**John Brian Service and Leadership Award** - Joyce Taylor

**Institutional Award** - Cochise College  
**William Kennedy Award** - Douglas Barr

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### **TOPICS??? IDEAS??? ISSUES???**

It is clear from your responses to the surveys filled out at the last symposium that there are topics you are very interested in having presented and discussed at the 2005 CCME Symposium in New Orleans. We ask that you send in your specific recommendations for topics such as: the future of military education, outcomes assessment, topics for more show and tell sessions and all other ideas that you have thought of since the symposium. With the changing landscape in the partnership between the services and institutions, it is more important than ever that we discuss these very important issues that affect the ones we most care about – the military student. Send your recommendations and ideas to Dennis Sherrod – [sherrod3949@aol.com](mailto:sherrod3949@aol.com).

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