A Presidential Note:  
What Difference Does It Make?

I fear that the inquiry, “What difference does it make?”, has, in contemporary culture, been reduced to the lowest common denominator of a political stand, or worse yet, a derisive slight. In the real world, such a question is imperative in the weighing of any new venture or reform.

As Beacon College approaches and examines new institutional vistas, the substance and degree of “difference” must be central to the deliberations and actions of the Beacon community and our fiduciaries. At Beacon, the question of “difference” is at the core of Trustee deliberations of each new venture under consideration, paralleling the ongoing internal discussions and proposed courses of action among internal College Committees and the Senior Staff.

The recent evolution of Beacon College as an institution of higher learning has been marked by significant growth and change. Each new initiative has been introduced only after being put to the measured test of the degree to which the reform is consequential in “making a difference” in the context of enhancing the College’s mission, purpose, culture, and reach. The addition of an accredited degree in Studio Arts, the creation of a four-year Career Development curriculum, and the recent purchase of the Burbank property each have been subject to the distinctive scrutiny of “difference” and judged to be worthy of the College’s careful investment.

It is an axiom of American higher education, and for that matter, any competitive endeavor, that in a world of constant change, communities are called to transform and adapt to meet head-on, and if possible, to anticipate the opportunities, challenges, and complexities of the future. Thriving colleges and universities achieve marked and differentiating levels of success by mastering the capacity to “see around corners.” From our very founding, I believe that Beacon College has shared this talent and must continue to embrace this institutional capacity as a cultural norm.

And so, as reported in this issue of the Navigator, Beacon College is seeking to “make a difference” in new and sustained ways. First, by harnessing the power of the Internet to share with educators the fruits of what we have learned about effective instruction in writing for college students who learn differently (for example, the work of...
Beacon College faculty and staff have been working on developing summer programs that will extend the College’s reach nationally and even internationally. Beginning in the summer of 2015, Beacon College will introduce two new pre-college educational programs specifically designed for high school students with learning disabilities or ADHD. These inaugural programs will be piloted employing the proven model of academic success developed at Beacon. The interest and attention being generated as the College’s short-term summer program partnerships are being announced suggest that these pre-college offerings will be made available to a wider student audience in succeeding years.

In partnership with The Cottage School, located in suburban Atlanta, Beacon College will introduce its first off-campus educational program to rising high school juniors and seniors preparing for entry into competitive undergraduate programs nationally. Designed around Beacon’s core course, College Composition, “Write into College” provides students who meet the College’s program admissions criteria and who successfully complete the three-week course of study with three (3) academic credits eligible for transfer to an institution of the student’s choice. The Program embraces three important student-driven goals: (1) mastering and strengthening essential writing skills demanded of the collegiate experience, (2) exposing students to the standards and expectations of an undergraduate curriculum and culture, and (3) reinforcing in participating students a confidence that their talents and abilities are equal to their ambition to pursue an undergraduate degree.

This three-week (June 22nd-July 9th) course of study will be offered on The Cottage School campus in Atlanta by two experienced Beacon College faculty: English professors Dr. Caroline Le and Dr. William Nesbitt. Participating students will attend a three-hour College Composition class each morning and, after a lunch and recreation break, will take part in a two-hour workshop designed to work on concepts and skills introduced in the morning. The workshop is outcome-based for the students with each participant preparing a series of competitive essays appropriate for inclusion in the student’s college application materials.

Students will be guided through each morning’s College Composition session utilizing a multimodal approach to the instruction of the fundamentals of college writing. This classroom instruction shall be followed in the afternoon by the introduction in a workshop format of thematic assignments and individualized attention by professionally trained specialists to address areas of specific student need.

In the summer of 2015, Beacon College will inaugurate a new on-campus core offering with an international emphasis. The COMPASS Program will be a five-week (June 13th-July 17th) intensive residential educational program for rising high school junior and senior students from the Kingdom of Saudi Arabia. Conducted in partnership with the Prince Salman Center for Disability Research in Riyadh, Beacon will welcome ten young Saudi men to the Leesburg campus to participate in a program tailored specifically to assess and
address in a traditional American collegiate environment the students’ individualized learning styles and differences. COMPASS has been collaboratively and purposefully designed by the Prince Salman Center (PSCDR) leadership and Beacon to be a total immersion experience…academically, culturally, and linguistically. Employing a metacognitive curricular foundation, the Program elicits in students a deeper understanding of and appreciation for their individual learning styles, strengths, and challenges, as well as the learning strategies that are most supportive of and beneficial in achieving academic success.

The Saudi student delegation will be accompanied to Beacon by at least one representative from the PSCDR; in addition to the active involvement of Beacon faculty and staff, five Beacon students will be selected to both acclimate our international students to American campus life and aid faculty and staff in the delivery of the curricular, co-curricular, and cultural dimensions of the COMPASS Program. Following the summer Program, two educational specialists from Beacon associated with the assessment and educational components of the COMPASS initiative will visit Saudi Arabia to meet with the Program participant’s families to discuss individual assessments of learning styles, academic progress, and educational pathways for the future.

The Beacon community understands that we have, over our history, created a model of teaching, learning, and support that uniquely fosters the academic success of students with learning disabilities and ADHD at the undergraduate level. In keeping faith with the College’s distinct mission, we will continue to support our core operation by extending our influence, reputation, and good work to current and new audiences in tangible ways.

At Beacon College, we have created a model of teaching and support that guarantees the academic success of students with learning disabilities and ADHD, and it is time for this proven method to reach beyond our campus. In the years to come, we will continue to strive for stronger regional and national attention, while remaining committed to the student body that makes Beacon what it is. Developments to the campus and continued improvements to established academic and support programs aim to further enhance the Beacon experience. As the reach of the College expands, the strongest priority will be to meet the academic and social needs of the student body population that calls Beacon their academic home.
Beacon College Expands Its Physical Campus

Contributed by Gretchen Dreimiller, Director of Communications

2015 is gearing up to be a transformative year for Beacon College with the campus becoming more cohesive and centralized in downtown Leesburg. Recent property acquisitions, through both leases and outright purchases, aim to secure a more focused campus community environment. These changes will ensure not only that the downtown area will have a more pleasing college town feel, but also that the College will bring more economic influence to Leesburg. As more students arrive to shop and dine in the local area, more jobs are created as the College expands to provide more programming to the growing student population.

During the fall of 2014, Beacon commissioned the seasoned firm Credo to undertake a year-long student focused master planning exercise to guide the development of the Institution’s campus over the course of the next 5-10 years, both in terms of current and future building locations and uses. The vision of the College’s president and senior staff has been to create a campus that best meets the needs of the students, academically and socially, and that reflects the community environment inherent in the College academic atmosphere.

Properties obtained by the College in 2014 include the iconic Leesburg train depot (interior shot shown above) and Park Terrace Apartments (now called Beacon Commons shown below). The train depot has been undergoing extensive renovations since the summer and is approximately three weeks from opening its doors as an interim student center and fitness space. Beacon Commons has begun housing students, and landscaping projects are underway to create a tropical oasis look with a focal point of an outdoor communal gathering spot.

Property acquisitions secured by the College in the latter part of 2014 include the purchase of the former social security building from the Burbank Family Trust, the property directly adjacent to the train depot, and the leasing of the vacant lot on the corner of Canal Street and Oak Terrace to be used for an athletic field. The Burbank property will house offices and provide additional needed space for programs. The exact use has not yet been determined, but the space will be used for offices starting immediately, and full use of the property will begin with the fall 2015 semester. The mower shop on the corner of Cleveland and Palmetto has been acquired as a lease to purchase option. It will provide much needed extra space for art classes such as ceramics and sculpture, starting later this semester.

Additionally, the College just received approval to take over the lease of the popular Z-Café, located in the Leesburg Public Library, starting next month. Renamed the Navigator Café, it will serve both the College community and remain open to the public. A new Facebook page for the Navigator Café will provide updates to the community regarding venue details.

Plans for campus development have been completed much sooner than anticipated by the College, due in large part to community and city support. Beacon College’s campus vision will soon be a reality, which will prove beneficial to the economic impact of downtown Leesburg.
Learning will be in full gear this summer term at Beacon College as the semester starts on May 4th and ends on May 28th. This mini-semester provides students with an opportunity to earn up to six academic credits. Students have many options for courses. They can focus on required classes such as Composition and Literature, Rhetoric, Mathematics Strategies, and General Education Mathematics, or they can register for a wide variety of interesting electives including those listed below:

- **Culture and Art of Central Europe**: highlights the culture and artistic expression of Poland, Hungary, and Austria to supplement the 2015 Summer Travel Abroad Trip;
- **Interactive Art**: explores contemporary practices in interactive and participatory arts;
- **Introduction to Food Preparation**: covers concepts, skills, and techniques of basic cookery;
- **Digital Music Studio**: explores digital music and sound production using software instruments and digital effects;
- **Exploration of Windows 8**: discovers the operating system of Windows 8, cloud functions, and assistive technology features;
- **History of American Rock Music**: surveys rock music from the 1950s through the present and explores its impact on society regarding issues of race, class, and gender;
- **Introduction to Criminal Law**: analysis of the general principles of criminal law and procedure. Topics covered include police searches, seizures, and interrogations under the Fourth, Fifth, and Sixth Amendments of the U.S. Constitution;
- **Psychology of Stress and Coping**: examines theories, methods, and applications of stress and coping models;
- **Groups Skills and Leadership**: explores social and emotional intelligence development in a group setting;
- **Theories of Personality**: studies personality theories and their applications while facilitating personal growth; and
- **Introduction to Animal Behavior**: students will design, conduct, and report scientific research with a service learning project.

With these course offerings, we are looking forward to a productive and fun summer term!
Beacon College has recently become the concessionaire for the Leesburg Public Library, taking over the popular Z-Café and renaming it the Navigator Café. This will provide a new venue for Beacon students. The Navigator Café officially opened its doors on Tuesday, February 24th. Members of the Beacon College community as well as the public are welcome to experience this new café.

The Navigator Café is being managed by Paul Fish, who has ample experience in the restaurant industry and was formerly a member of the Chopping Block dining staff. Simon Vaz, Business and Hospitality Instructor, will be acting as the Assistant Manager, working mostly during evening and weekend hours. Beacon students have also been hired as support staff.

Menu offerings include NY style bagels and assorted pastries for breakfast with salads, sandwiches, and soup for lunch and dinner. Specials will be offered each day. Hours are currently set for 8 AM to 7 PM Monday through Friday and 9 AM to 5 PM on Saturday. Beacon employees receive a 10% discount.

The grand opening of the Navigator Café will be held on Tuesday, March 10th. Stop by between 10 and 11 AM for a free small coffee and some giveaways. Please also remember to “like us” on Facebook for continued updates including deals and information on daily specials!

At the January Meeting, three new members were officially appointed to the Beacon College Board of Trustees, lending their varied perspectives and knowledge to further enhance efforts to support the future development of the College. Please join us in welcoming Sarah Flanagan, Steve Latham, and Deborah Resnick to this College leadership community.

Sarah Flanagan has headed the government relations staff of the National Association of Independent Colleges and Universities (NAICU) since 1994. During her tenure at NAICU, Flanagan has been instrumental in a number of successful policy efforts, including securing sustained bipartisan political and funding support for the core federal student aid programs; creating new tax incentives for families to save and pay for college; and helping to ensure an appropriate balance between federal support for students and oversight of colleges and universities. Flanagan received her B.A. degree from Providence College and her M.A.T. degree from Rhode Island College.

Steve Latham has over 15 years of experience as a technology innovator across several industries and is recognized by leading technology organizations as an expert in leveraging cloud based technologies to optimize and accelerate the needs of business. Latham is the Founder and CEO of Banyan Hills, a startup cloud services firm. Prior to Banyan, Steve led the development of the Cloud Solutions software business for NCR and helped lead the divestiture of NCR’s Entertainment division to Redbox for $125M in the role of CTO of the division.

Deborah Resnick has more than 30 years of experience working with children and adults with special needs. She has developed and implemented speech and language programs for non-public schools in the Pittsburgh, PA area and is a member of professional associations in the field. Now retired, Resnick is a committed philanthropist and volunteer, serving on several non-profit boards and committees. Resnick’s daughter, Samantha, is a junior at Beacon College and very actively involved on campus.

We look forward to the future contributions of these new Trustees as they serve in the best interests of the College. Also, during the Trustee meeting, members approved an enrollment increase of a maximum of 450 students between now and the 2018 academic year.

President Hagerty also presented to the Board a new Beacon College Pervading Developmental Theme: Pursuing the Life Abundant. This developmental theme will unify Beacon’s “holistic” undergraduate curriculum by means of co-curricular and extracurricular elements through our academic design, which was approved unanimously.
New Online Course Offers Strategies for Successful Writing

Beacon’s faculty are assuming the leadership in reaching ever new audiences with the introduction of the College’s first online offering. In their years of experience working with students with learning disabilities and ADHD, Beacon College faculty have discovered many strategies for better accommodating this student population while ensuring that key course concepts are learned and retained. English professors Dr. William Nesbitt and Dr. Caroline Le have decided to share their knowledge through the popular forum of the online course network Canvas. This free course is open to anyone interested in learning more about how best to support students with learning disabilities specifically with their writing skills. Dr. Chandler, Vice President of Academic and Student Affairs, notes, “With our faculty instructing an online course, we will reach a larger audience, helping more students with learning disabilities with the writing process.”

Drs. Le and Nesbitt have designed this Internet-deliverable course, “Supporting Students with Learning Disabilities in the Writing Classroom,” using their shared knowledge and experience teaching and working individually with students at Beacon College deciding it was important to share their experience with others. Dr. Le commented, “Dr. Nesbitt and I created this course to share our knowledge gleaned from years of hands-on experience working with students with learning disabilities.”

This free course is being offered through Canvas Network, and registration is now open. The class is scheduled for March 23rd through April 20th and will introduce participants to strategies for helping students with learning disabilities succeed in writing. While the course is aimed primarily for educators working with students in a classroom setting, parents of students with a learning disability may also benefit from the ideas presented in this course. Those interested in registering for the course may do so at https://www.canvas.net/browse/beaconcollege/courses/supporting-students-learning-disabilities?utm_content=buffera30a8&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer.

The Beacon community understands that we have, over our history, created a model of teaching, learning, and support that uniquely fosters the academic success of students with learning disabilities and ADHD at the undergraduate level. In keeping faith with the College’s distinct mission, we will continue to support our core operation by extending our influence, reputation, and good work to current and new audiences in tangible ways.
Many Beacon College students appreciate the field of science but find they need to have a clear understanding of the practical application of what they learn. This semester, Beacon College is pleased to offer Zoology on a trial basis. Beacon freshmen will be participating in regional and national community science projects, and feedback from these groups will determine whether the Zoology classes will be offered in the future.

Professor Ogle has created three separate Zoology courses. Community-sourced Science serves as the required science course that all Beacon College students must complete, and it also acts as a basis for the more advanced courses, which can be used for elective credit. Ogle notes that these courses “differ from traditional courses in that they offer a global perspective and an insight into the scientific process and the actual application of science.” Students learn the scientific method and then apply their knowledge in real world projects, called Citizen Science, that rely on community data.

Experiential learning is a fundamental principle at Beacon College, and a hands-on experience is always appreciated by students. Through the Citizen Science program, students fill a critical role for scientific research projects being undertaken across the nation. They become responsible for collecting data that will be instrumental in the completed research project. Topics range from tracking butterfly species to studying various wildlife, including various mammals and plants. Students have an opportunity to select the projects they become involved with, guaranteeing a stronger interest in the experience.

Students in the Zoology course will all begin with a test project — the Great Backyard Bird Count, held by the Cornell Lab — before they embark on their own selected projects. Data collection takes place February 13-16th, and anyone can participate by keeping track of how many birds, regardless of type, are seen during that time period and reporting it to the Audubon. The data is also open to all participants, giving anyone the opportunity to look for patterns and analyze the data. (Learn more about this project at http://gbbc.birdcount.org/.)

These newly developed courses have been intentionally designed, according to Professor Ogle, in a manner that would “make science more user-friendly, no matter what their major is as students will become curious about learning while they are given the skills they need to participate in the scientific process.”

Freshman Katherine France concurs, saying that the course is “very different from normal science classes. I like it so far, and it’s very interesting. I’m hoping to learn more about different animals and their habitat.” With the already positive response to this new course, it is expected that Zoology will fill the required science component for the foreseeable future.
For Dr. A.J. Marsden’s fall semester course, “Introduction to Research Design,” students were given the opportunity not only to conduct their own primary research based on a topic of their choosing but also to submit the paper produced by that research for inclusion in the Midwestern Psychological Association (MPA) Conference in Chicago. Senior Rachel Yellon (pictured), who prides herself on accepting any opportunity that presents itself to her, excitedly proposed her research project for the conference. Happily, her project was selected, and on May 1st, Rachel will join hundreds of other ambitious undergraduate and graduate students from throughout the country in presenting their work to their colleagues, professors, and other professionals.

Dr. Marsden’s class, which is geared toward majors in the fields of Psychology and Human Services, was tasked with developing a creative research idea, stating a hypothesis, and testing that hypothesis by collecting survey data from Beacon student volunteers. Rachel’s selected topic focused on the possible positive correlation between ADHD and smoking. She chose this topic because it has been a controversial one for several years, and research has produced various results. Dr. Shelly Chandler, Vice President for Academic & Student Affairs, had conducted her own research on this possible link using Beacon students a couple of years ago. Rachel remembers being surveyed, and this piqued her interest in the subject. When the chance arose to conduct her own research, this was a natural choice for her.

Rachel’s hypothesis was that there would be a link between being diagnosed with ADHD and being a smoker. She surveyed the research field before embarking on her own primary study. Rachel created a survey that asked some basic demographic questions and also required participants to reveal whether they were smokers and what LD/ADHD they were diagnosed with. As would be expected for anyone embarking on primary research for the first time, Rachel admits she was a bit nervous about approaching students she did not know and asking them to complete a survey for her. She ultimately found the experience empowering, and it has helped build her confidence. Not only did Rachel find that she is now more comfortable approaching people, she also learned from the process of creating a survey and reading the results.

Rachel’s curiosity has not been completely satiated by her research results, and she has already begun thinking of other hypotheses. Rachel says if she were to conduct this research again, she would expand her survey so that it would include questions about drug use beyond cigarettes. Her research revealed a positive but non-significant correlation between having ADHD and being a smoker. She suspects, however, there may be a higher use of drugs amongst those diagnosed with ADHD. She is also curious about how cigarette and/or drug use impacts ADHD. She would want to survey people to find out if, for instance, anxiety is impacted by cigarette or drug use.

Though it meant extra work and the pressure of officially submitting the paper to be reviewed by prominent researchers in the field of psychology, Rachel knew that being accepted to the MPA Conference would be an honor and a great resume and skills building opportunity. The conference will permit Rachel an opportunity to practice meeting new people and discussing her work with them, helping to develop skills that will prove beneficial as she strives to build a career in journalism or the field of human services. Dr. Marsden comments, “I am exceptionally proud of Rachel’s hard work and determination. Although extra work was required, Rachel did not hesitate to take on the challenge. She not only succeeded and became the first Beacon student to present at a psychological conference, but she is also paving the way for future students.”

Rachel will be presenting her study on Friday, May 1st at 2pm at the Palmer House in Chicago. We know she will do a superb job representing both Beacon College and her work, and we wish her the best of luck!
New Career Development Center Opens on Campus

Contributed by Susan Ward, Coordinator of Career Development and Outreach Center

The Career Development Center is pleased to announce some exciting news!

There is now a new Career Development Center located near the Math Lab. The Center is operating with six computers and workspace for eight students at a time, providing a work space to foster learning and accommodating the use of various resources that may be utilized independently or with staff assistance. We welcome any visitors to the Center, and encourage all students to stop by and use the facility.

The Center would also like to congratulate Griffin Boven (pictured) for getting accepted to interview for the SeaWorld Summer Internship Program and also congratulate Shia Byers and Peter Volkov on their upcoming interviews for the American Association of People with Disabilities (AAPD) Washington D.C. Internship. Thanks to the new Career Development Center, these candidates were able to prepare for their interviews, practice interviewing skills, and fill out their applications for these positions.

SAVE THE DATE: Commencement is Saturday, May 2, 2015!

Support Beacon as We Walk for March of Dimes

Contributed by Kimberly A. Baggett, Associate VP of Human Resources

In the spirit of giving back to the community, Beacon College is sponsoring a team for the 2015 March of Dimes Walk for Babies. Beacon recognizes the importance of the March of Dimes organization and their work in helping to ensure that all babies are happy and healthy. One out of every nine babies is born prematurely each year in the United States, and the March of Dimes is determined to change that. The Walk for Babies will be held in Leesburg on May 9, 2015, and Team Beacon has already raised $425 toward our goal of $2,500! If you would like to join Team Beacon or support us on our walk, please go to www.marchforbabies.org/team/TeamBeacon. We appreciate your support in our efforts to ensure the health and wellness of babies everywhere!
Beacon College is actively seeking a new mascot, and members of the Beacon Community are invited to be the designer. Though we have been aptly named the Beacon College Navigators, we have never had a true mascot to illustrate this name. With Beacon merchandise popular on campus and with a goal of increasing student sports, there is a definite need to have a mascot that reflects our collective identity.

During the fall semester, students were surveyed to find out what new merchandise they would like to see in the Beacon Bookstore. One overwhelming response — Beacon needs a mascot to show off on apparel. As a student-focused campus, we strive to listen and respond to desires such as these. Therefore, a campus contest was conceived to create our new Beacon mascot.

Anyone connected with Beacon College — students, employees, alumni, and parents — are invited to participate in this contest. The prize is an iPad Mini, bragging rights, and the pride of seeing your creative design on Beacon apparel!

The contest is now open, and the deadline for submissions is Monday, April 6th by 5pm. Mascot representations may be presented as a line drawing or as a digital work of art. Only original artwork will be accepted. Participants may submit multiple entries, but each must be submitted separately. Complete contest rules can be found at http://www.beaconcollege.edu/2015/02/beacon-college-announces-mascot-contest/.

The winning design will be selected through a combination of private and public judging. A small team will be assembled on campus to winnow the field down to the top three candidates. Once this decision has been made, voting will be made public and open to the entire extended Beacon Community through its Facebook page.

We’ve already received some creative and well-designed entries. We even have a tagline suggestion from Dr. Christopher Huff for the first t-shirt to utilize this design, “Beacon College Navigators...Still Undefeated.”

Good luck to all of you participating! During the second week of April, look for information on voting for the final winner!

A Note on Presidential Vision...

(continued from page one)

Professors William Nesbitt and Caroline Le). Later, this summer, we will be expanding our mission and programming to new and worthy U.S. and international student audiences in Atlanta (such as the inauguration of the higher education preparatory program, Write into College) and on the Beacon campus (with the introduction of the COMPASS Program for students from the Kingdom of Saudi Arabia).

Each of these new initiatives is designed to be a substantive and sustained medium through which Beacon College is extending our distinct mission and our vision for “making a difference” now and in the future for the students we are dedicated to serve and the educators and families beyond our campus who share our passion and commitment. Such are the acts that devoted educators and the communities that we fashion are called to envision and pursue.
You Be the Judge: Student Dismissal

Contributed by Dr. Robert A. Bridgeman, Executive Vice President and In-House Legal Counsel

A university student was dismissed based on their failure to exhibit a requisite level of professionalism. The student excelled academically but sometimes behaved in a way that the university deemed unprofessional. These behaviors include being late to 30% of discussion sessions, asking to not be recorded as late, propositioning other students, and even jumping out of a cab to avoid paying the fare. The university imposed an intervention on professionalism and notified the student that they could be dismissed if further issues arose. The student subsequently failed an internship due to behavior, and the final straw was a conviction of DUI. The student was dismissed from the university.

The student claims that the dismissal was a breach of good faith and fair dealing and punitive unrelated to academics.

You Be the Judge: Who Wins This Case?

Answer: Courts will defer to a school’s academic judgment unless the actions are arbitrary and capricious. Furthermore, academic judgment includes more than grades; they can include matters of professionalism. There was no evidence that the university departed from academic norms, and that it placed a high value on professionalism. Decision for the University.

FIRST BEACON ARTS FESTIVAL ARRIVING THIS APRIL

Contributed by Gretchen Dreimiller, Director of Communications

Beacon College’s first Arts Festival is scheduled for April 16-18th. This is an opportunity to bring together people from the community to celebrate the arts, learn new artistic skills, and express their creativity. The Festival is expected to consist of artist exhibitions, workshops, food art, and a sidewalk chalk art contest.

Beacon College students will have their creative works on display in the Kristin Michelle Mason Art Gallery during the Arts Festival, and local high school students and art teachers will be invited to submit their work for exhibit in their own dedicated gallery space in the Burbank Building. Beacon alumni are also welcome to submit artwork. Receptions will be held on the evenings of Thursday, April 16th and Saturday, April 18th to celebrate separately the opening of exhibitions dedicated to Beacon College students and alumni and those for local high school students and art teachers. The public is welcome to attend either reception as well as tour the gallery spaces.

In addition to the gallery exhibitions, art professors Russ Bellamy, Van Galyon, and Kim Watters will be offering workshops aimed at teaching students new artistic techniques that will help form a foundation for their future development as artists. These workshops will be open to invited high school students only on Thursday and Friday. On Saturday, the public is welcome to attend these workshops for a small fee and with prior registration.

The timing of the Arts Festival corresponds with Beacon’s Alumni Reunion as well as an Open House event, which means alumni and visitors on campus will be able to view the exhibitions and participate in the workshops, if they choose. This has also provided a great opportunity to include Beacon alumni in this celebration of artistic expression.

A tentative schedule has been posted on http://www.beaconcollege.edu/arts-festival/, and details on this event will continue to be updated as they become available.