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DETC NEWS

Fall 2010

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Story ideas, feedback, letters to the editor and other reader submissions are encouraged and should be sent via e-mail to detc@detc.org. Please put "DETC NEWS SUBMISSION" as the subject line of your e-mail.

The Distance Education and Training Council (DETC) a nonprofit, voluntary association of accredited distance study institutions, was founded in 1926 to promote sound educational standards and ethical business practices within the distance study field. The independent DETC Accrediting Commission is listed by the United States Department of Education as a "nationally recognized accrediting agency." The Accrediting Commission is also a charter member of the Council for Higher Education Accreditation (CHEA).

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Executive Director's Diary

When the Going Gets Tough

by
Michael P. Lambert
Executive Director



It has been a long, hot summer for the private career college field, and the relentless media attention, stimulated by an investigation launched by the U.S. Senate, has meant that all institutions in the sector have had to do some serious reflection on what they do and how they do it.

Much of the attention has been focused on the misbehavior in the Federal Student Aid programs by a few institutions, and indications from a GAO Report to the U.S. Senate were that every one of the 15 institutions that GAO investigators “mystery shopped” engaged in some form of sales misrepresentation when talking to “prospective students.” While none of the 15 institutions were DETC accredited, this development was deeply troubling to all of us. As a responsible member of the education community, DETC must take stock of what is happening in the field and take a hard look at its standards, policies

and evaluation techniques and procedures for recruiting and admissions.

DETC’s primary goal has always been to protect students by defining quality as including ethical and professional conduct at all times, in addition to academic acumen.

DETC’s role as a peer-group assessor of quality includes an inherent responsibility to review—continuously and rigorously—its accreditation policies, procedures and standards, particularly relative to those problems being called to national attention these days, namely, recruiting, admissions, student financing of their studies, and student loan defaults.

DETC continues to set high expectations for standards’ compliance for each of its accredited institutions. We believe that each DETC-accredited institution works hard to maintain high standards of quality,

(continued)

(Executive Director's Diary, continued)

but it should be clear that each institution accredited by DETC must also have as its primary focus the welfare of its students, full compliance with the standards and policies, and “zero tolerance” for non-compliance on the part of anyone in the institution.

Steps DETC Accredited Institutions Can Take Now

If history is a teacher, now is **not** the time for any institution to ignore its marketing and promotional efforts. Now is **the time** to do serious internal audits of all institutional marketing and admissions practices, and identify and correct any problems.

And if the history of the private school field going back over many years suggests any particular guidance for us today, on the list of tips for success would be these:

- Continuing to reinforce with everyone in the institution that “Job One” is the welfare and interests of the student. This has been the watchword for every successful institution that we know.
- Do not become too dependent on any single source of tuition financing or a single curriculum product line. We only need to look at what happened

with the Military Spouse Tuition Assistance Program, **MyCAA**, to see how a popular, workable military funding source can be switched off suddenly, and without warning.

- When an institution decides to take Federal student aid, it must understand that it is making the Federal Government its partner, and it must be prepared to follow—assiduously—**all the regulations** at all times. Ensure that your financial aid professionals are staying up-to-date with the frequent changes in regulations, and their correct interpretation and application.

"Each institution accredited by DETC must also have as its primary focus the welfare of its students..."

- Carefully select, train and monitor rigorously and continuously the ever-important admissions representatives. Redouble efforts to train marketing staff and recruiters on the expected rules of ethical conduct. The DETC offers a **free online course** in its Business

Standards that can help instill a sense of pride in representing an accredited school that espouses the highest standards of ethical conduct. And each recruiting representative must sign a copy of the *DETC Code of Ethics for Student Recruitment Personnel*. This includes telephone sales persons, enrollment advisors and admissions representatives.

- As has been the trademark for DETC

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(Executive Director's Diary, continued)

accredited institutions for decades, continue to focus on creating high quality educational programs, sterling instructional services and offer them to only qualified candidates.

- Ensure that the credit hours assigned to every course in a degree program are in consonance with Federal relations and DETC standards.
- Be certain that quality is never compromised while enrollment growth is happening.
- Be relentless in documenting your educational outcomes, and be able prove with overwhelmingly convincing facts and data that you have been delivering on all of your promises to students.

The DETC Commission and its staff look forward to working closely with all DETC institutions as they continue to provide students with excellent learning opportunities carried out with integrity and accountability. Through our work together, we will advance the goal, as stated in the DETC Mission Statement, to instill public confidence in DETC institutions' missions, goals, performance, and resources through rigorous application of peer-developed accreditation standards.

In this era of intensified public scrutiny of private career school field, we are reminded of the quote from legendary Notre Dame football coach, Knute Rockne, who said, "When the going gets tough, the tough get going!"

Important Dates!

Mark your calendars now for the following DETC activities:

2011

Accrediting Commission Meeting

January 14-15

85th Annual Conference

April 3-5

The Williamsburg Lodge
Williamsburg, VA

Accrediting Commission Meeting

June 3-4

DETC Fall Workshop

October 16-18

Loew's Vanderbilt Hotel
Nashville, TN

2012

Accrediting Commission Meeting

January 20-21

86th Annual Conference

April 16-18

The Wailea Beach Marriott
Resort and Spa
Maui, HI

Report From the Accrediting Commission

The DETC Accrediting Commission met on June 4-5, 2010 and took the following actions:

Commissioner Re-Elected

At the Annual Business Meeting on April 12, 2010, the DETC Membership voted to re-elect Ms. Mary Adams, President of American Sentinel University, Aurora, CO, to her second term as an institutional member on the Commission. Her term expires in 2013.



Ms. Mary Adams

Two Institutions Gain Accreditation

The following two institutions received initial accreditation. Their next review will be in 2015:

Antioch School of Church Planting and Leadership Development, 2400 Oakwood Road, Ames, IA 50014. Phone: (515) 292-9694; fax: (515) 292-1933.

E-mail: info@antiochschool.net;
Web Site: <http://www.antiochschool.net>.
Founded 2006.

Offers Bachelor of Ministry, Bachelor of Theology; Master of Ministry; Master of Theology; Doctor of Ministry in Global C-BTE; Doctor of Ministry in Theology in Culture; Certificate of

Ministry and Certificate of Theology.

Northwest Institute of Literary Arts, 5577 Vanbarr Place, Suite S1, Freeland, WA 98249. Phone: (360) 331-0307. E-mail: mfa@whidbey.com; Web site: <http://www.writeonwhidbey.org/mfa>. Founded 2004.

Offers a Master of Fine Arts in Creative Writing.

Three Institutions Re-Accredited

The following three institutions were re-accredited:

- American Institute of Applied Science, Youngsville, NC
- American Sentinel University, Aurora, CO
- Atlantic University, Virginia Beach, VA

Change of Location

A change of location for the following institutions was approved:

- American Pacific University (Kona University) moved to 75-6099 Kuakini Highway, Kailua-Kona, HI 96740
- Babel University Professional School of Translation moved its U.S. operations to 1110 University Avenue, Suite 510, Honolulu, HI 96826
- California Southern University

(continued)

(Report from the Accrediting Commission, continued)

moved to 930 Roosevelt, Irvine, CA 92620

- Martinsburg Institute moved to 341 Aikens Center, Martinsburg, WV 25404
- National Paralegal College moved to 6516 N. 7th Street, Suite 103, Phoenix, AZ 85014

Change of Ownership

One change of ownership was approved: Penn Foster is now owned by The Princeton Review, Inc.

Resignation of Accreditation

The HARDI Home Study Institute in Columbus, OH voluntarily resigned its accreditation as of March 31, 2010.

Name Change

Name changes for the following institutions were approved:

- American Pacific University changed its name to Kona University
- Sessions.edu changed its name to Sessions College for Professional Design
- Penn Foster will be advertising its college preparatory high school program as Avondale Preparatory High School

New Courses/Programs

The Commission approved new courses/programs at the following institutions:

- Allied American University (Certificate Program and Degree Concentrations)
- Allied Business Schools, Inc.
- American College of Healthcare Sciences
- Andrew Jackson University
- Ashworth College
- Aspen University
- Blackstone Career Institute
- Ellis University
- Grantham University
- Holmes Institute
- McKinley College
- Penn Foster Career School
- Sessions College of Professional Design
- Sonoran Desert Institute
- Southwest University
- Teacher Education University
- University of Management and Technology
- University of Philosophical Research
- William Howard Taft University

Visit the DETC website for a complete list of approved courses/programs.

Policies, Procedures and Standards

For a complete list of the Policies, Procedures and Standards approved by the Accrediting Commission, visit the DETC Web site at <http://www.detc.org/theaccrediting.html#act>.

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(Report from the Accrediting Commission, continued)

Proposed Changes

The Commission also approved for public comment the following:

- Proposed Changes to Standard IX, Financial Responsibility
- Proposed Changes to the *DETC Business Standards*

To view these documents, please visit the Call for Public Comment page of the DETC's website at <http://www.detc.org/proposedchanges.html>.

Any comments on the above changes should be sent to Sally Welch at DETC (sally@detc.org) before December 1, 2010. Final adoption of these policies will be considered at the Commission's January 2011 meeting.

Applicants for Accreditation

The following institutions have applied for DETC initial accreditation or five year re-accreditation:

First Time Applicants:

- Abraham Lincoln University, Los Angeles, CA
- American Center for Excellence in Surgical Assisting, Greenwood Village, CO
- Trinity College of the Bible and Theological Seminary, Newburgh, IN
- University of Fairfax, Vienna, VA

Applicants for Five-Year Re-Accreditation:

- Air University Extension Course Program, Maxwell AFB-Gunter Annex, AL
- Art Instruction Schools, Minneapolis, MN
- Catholic Distance University, Hamilton, VA
- Columbia Southern University, Orange Beach, AL
- Global University & ICI University, Springfield, MO
- Huntington College of Health Sciences, Knoxville, TN
- Lansbridge University, Fredericton, NB, Canada
- Sessions College for Professional Design, Scottsdale, AZ

DETC Directory

The 2010-2011 *DETC Directory of Accredited Institutions* is now available on DETC's website. Please note, this printed directory is only updated once each year. For the most current list of accredited institutions, please use the online institution search on the DETC website.

Next Meeting

The next meeting of the DETC Accrediting Commission will be January 13-14, 2011. All matters to be considered by the Commission should be brought to the attention of the Executive Director by no later than December 1, 2010.

Federal Title IV Financial Aid

Is Your Institution Ready to Participate?

by

Randy Rock

President, Educational

Compliance Management

A few years ago there was a change in Federal Education Law that permitted colleges that are 100 percent distance education to participate in Federal Financial Aid. A handful of DETC colleges have successfully applied for and are receiving Title IV aid for their students. Others are considering moving in that direction. There are a number of issues to be considered before contemplating such a decision.

The Title IV Link: Federal Financial Aid

Accreditation is a requirement before you may apply for Federal Title IV funding. In addition, DETC requires a one day accreditation visit before a college can participate in Federal Title IV programs. In order to participate in Federal Financial Aid, colleges must meet additional, in some cases tougher, requirements for the federal government than was mandatory for their national accrediting body.

One key area of difference between national accrediting agencies and the Federal Government is in how they measure a college's financial stability. National

accrediting agencies review the college's most recent two years of audited financial statements to determine if the institution meets positive net worth and profitability standards.

In comparison, the financial viability requirements of the United States Department of Education (USDE) are both extremely difficult to calculate and much more challenging to achieve.

A "composite ratio" must be calculated by applying a weighting factor to each of three different indices which are ratio calculations derived from specific elements of the audited financial statements. The statements must not only be presented in GAAP (Generally Accepted Accounting Principles) but also in GAGAS (Generally Accepted Government Auditing Standards) formats, of which many CPAs are not familiar.

The "composite ratio" is the sum of the three weighted scores. On a scale of -1.0 to +3.0, a college must score a +1.5 to be deemed financially viable. This standard is clearly more difficult to achieve than the national accreditation standard. The federal calculation proves to be a challenge for typical CPAs, thus the hiring of a CPA with experience in Title IV colleges is a necessity in order to perform the calculation.

What is a Title IV Eligible Program?

Several years ago, DETC made the strategic decision to limit Title IV eligibility for their colleges to degree granting

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(Title IV Federal Financial Aid, continued)

programs only. In order to be considered a Title IV College, you must have at least one program at the degree level (Associate, Baccalaureate or Graduate).

Not only must your college have at least one degree program, but at the time of your Title IV application submission you must also be able to document with student files that you have continuously offered that program for 24 months, also known as the “Two Year Rule.”

In order for your program to be considered continuously offered, you must teach students for at least 24 months, with no breaks, excluding regular vacation periods when the entire college is closed.

For example, continuous enrollment ends if you have only one student in a program and he or she drops out or graduates prior to having another student in that program. Any time period greater than a couple of days (again, not including regular holiday periods) breaks the chain of continuous enrollment. This concept is very important because misunderstanding this rule has caused a number of colleges not to achieve Title IV eligibility.

How Do I Apply?

Once you have determined that your institution meets the financial stability requirements and that it has continuously enrolled students in a degree program for a minimum of 24 consecutive months, you are ready to begin the application process for Title IV funding.

The time frame to become approved for Title IV and the process of becoming

a fully certified institution takes longer than most individuals expect. Assuming that the online electronic application and all supporting documentation (required agency approvals, corporate documents, and college publications) is completely and correctly submitted, the minimum time frame to become approved by the U.S. Department of Education is typically four to six months.

If there are any errors or discrepancies in the submission process, this timeframe can be extended. When many colleges apply for initial participation in Title IV, they will engage the assistance of a Third Party Servicer or Financial Aid Consultant. Someone who is familiar with this process helps complete the application in the shortest possible timeframe and also assists in navigating this complex terrain.

Along with the submission of the application and the above mentioned documents, each initial applicant must successfully undergo a pre-certification review by the USDE.

This review involves the creation or updating of college “policies and procedures” pertaining to the administration of Federal Title IV. These documents must be forwarded to the Case Management team member who is reviewing your college’s application. That individual will require either an on-site visit or telephone conference call with college representatives.

That person will answer additional questions as well as explain the remaining steps that need to be completed prior to approval of the college’s initial eligibility. Once addressed, the entire file is presented

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(Title IV Federal Financial Aid, continued)

to the full Case Management team for consideration. After the team meets and votes on approval of the application, the college is notified via e-mail of their official acceptance or denial of eligibility.

What Happens When My Institution is Approved?

All colleges that are initially accepted for Title IV approval are certified to participate on a provisional basis. This provisional status is typically for a time period of at least 18 to 24 months.

During this provisional period, new colleges are subject to a number of limitations on their eligibility and growth. While provisionally certified, only students who are enrolled in programs that are at the same degree level that the college is currently approved to offer can receive Title IV aid.

How Do I Prepare to Administer Financial Aid?

Prior to being approved for Title IV financial aid programs, you must gear up your office for this new venture. With the complexity of regulations, it is extremely beneficial for a new college to process Federal Student Financial Aid with the help of a Third Party Servicer.

The U.S. Department of Education provides a great deal of information and tools on its websites to assist colleges in developing financial aid procedures, yet it can be difficult to learn all of the regulations in a short period of time while completing your other duties at the college.

Another option is to hire a financial aid professional who has extensive experience in running a financial aid department, but such an individual will usually command a salary that can far exceed the outsourcing fees that you would pay to a Third Party Servicer.

"During this provisional period, new colleges are subject to a number of limitations on their eligibility and growth."

Whether you decide to process financial aid in-house, or to use a Third Party Servicer, you will need to hire, or promote from within, an individual who is on-site to serve as your financial aid administrator.

Your financial aid administrator, as well as the college's Chief Executive Officer must attend a USDE five day training course entitled "Fundamentals of Title IV Administration" prior to leaving provisional status.

What is Necessary to Stay in Compliance?

As discussed earlier, you will need to engage the services of a CPA to produce your yearly audited financial statements.

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(Title IV Federal Financial Aid, continued)

That individual will also need to conduct an annual financial aid compliance audit that must be forwarded to the USDE for their review.

It is critical that as you process financial aid payments for your students, you ensure that your institution remains compliant with all of the laws and regulations of the Title IV Financial Aid Programs. If you do not have an experienced compliance officer, an outside financial aid consultant or Third Party Servicer can assist you in reviewing your student files prior to these annual audits.

Prepare to Succeed

This article is meant to create a discussion as to whether Federal Financial Aid is appropriate for your college at this time. Title IV Aid can create wonderful opportunities for your institution, however it is not for everyone. If not implemented properly, it can be a detrimental and costly mistake.

Randy Rock is President of Educational Compliance Management, Inc. (ECM), an Educational and Financial Aid Consulting company. ECM has been a Federal Third Party Servicer since 1981. Mr. Rock has over thirty-five years of experience in higher education. For additional information, he can be reached at: RandyR@ecmfinaid.com.

Lambert Appointed to CHEA Committee on Recognition

DETC Executive Director Michael P. Lambert has been appointed to a 3-year term on the Council for Higher Education Accreditation's (CHEA) Committee on Recognition.

Members on the Committee on Recognition are appointed by the CHEA Board of Directors. The Committee is responsible for considering the eligibility and recognition status of new and continuing accrediting organizations. The Committee is accountable to the Board of Directors and forwards its recommendations for eligibility and recognition to the Board.

A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.

DETC has been recognized by CHEA since 2003, and in September 2010, DETC's CHEA-recognized scope of activity was expanded and now includes professional doctoral degree programs. The DETC scope now reads: "The accreditation of higher learning institutions in the United States and international locations that offer programs of study that are delivered primarily by distance (51 percent or more) and award credentials at the associate, baccalaureate, master's, first professional and professional doctoral degree level."

DETC Welcomes New Institutions

*Editor's Note: At the June meeting of the DETC Accrediting Commission, two new institutions were accredited (see **Report from the Accrediting Commission**, page 4). Please join us in welcoming them to the DETC Family.*

Antioch School of Church Planting and Leadership Development

The Antioch School of Church Planting and Leadership Development is a church-based and competency-based degree-granting institution. Our name refers to the city of Antioch described in the Bible (Acts 13:1-3) from which the Apostles Paul and Barnabas were sent on a mission to spread Christianity. Essentially, they preached the Gospel, gathered believers together (“planting churches”), and developed leaders for the churches through in-service training.

Church-based means equipping churches for the development of their existing and emerging leaders through the use of distance education. *Competency-based* means carefully assessing specific matters of character, ministry skills, and knowledge so that academic credentials can be granted. The Antioch School was founded in 2006. It grew out of BILD International, the leading church-based theological education organization since 1986.

Jeff Reed, founder of BILD International and President of the Antioch School, is a product of non-formal training, having been extensively mentored by more

than a dozen leaders in related fields. The Antioch School is based in Ames, Iowa because it initially developed in conjunction with a local church’s own leadership training program (not just because Iowa is the theological education capital of the world!).



Steve Kemp

The Antioch School is “a response to the growing desire for in-service ministry training,” according to Steve Kemp, Academic Dean, who previously served as Vice-President of Distance Education for Moody Bible Institute and President of ACCESS (the Christian distance education association). Some churches are dissatisfied with traditional campus based programs, prefer the accessibility and affordability of church-based training, and/or recognize the value of experiential learning and mentoring in the context of God-given lifelong learning communities (“their churches”).

There is also a tremendous need for high quality leadership development programs

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(DETC Welcomes New Institutions, continued)

among the multitudes of new, fast-growing churches that tend to identify leaders from within their own churches rather than hiring professional ministers from outside. Kemp declares that he thinks “the Apostle Paul would recognize the Antioch School as an appropriate 21st century expression of how to do leadership development based upon the model used in the 1st century.”

The Northwest Institute of Literary Arts

The Northwest Institute of Literary Arts MFA Program is the first to be offered by an organization of writers. MFA classes began in August of 2005. In August of 2007 the program celebrated its first graduation.

The Master of Fine Arts program has three major objectives:

- To produce productive, publishing writers who are prepared for a life of writing;
- To prepare graduates to articulate their understanding of the process of writing, whether in essays, informal or formal teaching or otherwise;
- To prepare graduates to participate in the local, regional and national community of writers.

The Institute recognizes that all students who enroll in a Master of Fine Arts program in creative writing seek to become published writers. We expect our students to also become members of the community of writers and to be able to articulate their understanding of the writing process.

Those last two expectations are not

universal among creative writing degree programs. Nor are they goals shared by every writer. Some are not interested in participating in the larger community of writers. Others believe it is neither desirable nor even possible to articulate clearly their understanding of the writing process; rather, they believe the process is and should remain largely unexplored. Those are legitimate perspectives, but they aren't the perspectives of this program.



Northwest Institute of Literary Arts

Students who find our objectives compatible with their own may focus on any of four areas: fiction, poetry, nonfiction or writing for children/young adults. The program is capped by production of a book-length creative work of publishable quality.

Each semester begins with an intensive ten-day residency on Whidbey Island and continues for another 16 weeks online. For more information, visit the Northwest Institute of Literary Arts' website, <http://www.NILA.edu/mfa>.

**The next meeting
of the Accrediting
Commission
will be January
14-15, 2011.**

The Hadley School for the Blind Celebrates its 90th Year

"Dear William Hadley" Essay Contest a Success

In celebrating of the institution's 90th anniversary, students at The Hadley School for the Blind were invited to participate in an essay contest, writing letters to school founder William Hadley telling him about their experiences with the school.

The winning essays, by domestic student Shelia Shulleeta of Washington State and international student Robert Short of Alberta, Canada, "wowed" the selection committee. Sheila joined Hadley at the school's 90th Anniversary Garden Party in June and read her essay to a crowd of Trustees, Woman's Board members, Hadley staff, volunteers, partners and community members.

The winning essays, republished below, are a testament to the fine word and storied history of the Hadley School for the Blind.

Domestic Winner: Sheila Shulleeta, Washington State

Dear William Hadley,

I have so much to tell you since my last letter. First, your school, The Hadley School for the Blind, is going strong and

celebrating its 90th birthday this year. This may be hard for you to believe, but the school now serves 10,000 students annually. The course offerings are fabulous, covering a wide variety of subjects. There is something of interest for everyone.

Secondly, I was diagnosed with retinopathy in 1979, which has caused me to lose most of my vision. It's kind of odd, isn't it? We both lost our sight as adults from problems with the retina. It's hard losing my sight, but you know what helps me the most?

You. Yes, you and your fine example of living a meaningful life. You once said: "When you think of the other fellow only and not yourself, your own problem fades into insignificance; in unselfishness lies the real thrill of being alive." William, you lived your life thinking of others and now your school is helping me.

As a Hadley student I've taken a handful of classes: Going Places, Guide Dogs (I now have one), Punctuation, Braille Reading, and now Braille Writing. By far, my favorite area of study is braille. I love the feel of it on my fingertips, the stories and information it brings to me.

Reading braille is a quiet, intimate and peaceful process. It's very satisfying, and I enjoy it every day.

William, I want to share an idea with you and get your thoughts on it. You know that I taught elementary school for years and that I have always loved sharing books with

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(The Hadley School for the Blind Celebrates its 90th Year, continued)

children. Now that I am reading braille, I want to read to children again.

I could volunteer at a local school or library and conduct a story time for young children. Some of the benefits I see in implementing my plan are: exposing children to wonderful children's literature; helping children realize the wonder and joy of reading; showing children that even if someone is blind she can still read; demonstrating that blindness does not prevent me from leading a full and happy life; and educating children about guide dogs and how they help the blind.

So, what do you think, William? Shall I give it a try? I'll be waiting anxiously to hear what you think.

William, my life is enriched from the classes I have taken from Hadley. I look forward to taking more so I can continue learning about anything that strikes my interest. I thank you for being such a fine example of humanitarianism during your lifetime. Your work will live on forever.

I will write again soon with more updates.

*Your friend,
Sheila Shulleeta*

**International Winner: Bob Short,
Alberta, Canada**

Dear William Hadley,

As the 90th Anniversary for The Hadley School for the Blind is here, I felt compelled to drop you a line.

The impact of your vision in establishing Hadley has had a profound impact

on the lives of individuals, families and communities. My personal experience with Hadley has provided me with educational opportunities that have enriched my life and provided me with additional skills adding to my career success.

Who would have thought, 90 years ago, that technology would allow Hadley students access to education and training through distance learning. Your team at Hadley provides these learning opportunities through cutting edge communication strategies, in a variety of accommodating formats.

Prior to my vision loss I was a long time senior manager with golf and country clubs. My vision loss forced a career transition. Over time and with training from Hadley, I now work as a career and employment specialist with the CNIB. Your school provided me with additional education that has allowed me to flourish on this new career path. Over time I have developed skills that allow me to return to the golf business. This is an option I will not be taking, as my new career is the most personally satisfying labour I have undertaken.

I also wanted to comment on some of the intangibles that have been provided through my experience with Hadley. The boost in self-confidence and self-esteem, my ability to deal with challenge and change have all been positively affected due to my Hadley experience. Hadley has shown me that with personal commitment and effort, success and excellence are achievable.

A good example of Hadley's intangible influences is that I quit golfing due to frustration with my vision. Over time I missed



Ms. Sheila Shulleeta, left, is congratulated by Ms. Dawn Turco, The Hadley School for the Blind's Vice President.

the game and the social aspects of golf. With the assistance of a good friend acting as my coach/guide, we have found alternative clubs and techniques that have rekindled my love for the game. It has taken me a few years and a lot of practice, but I have qualified for the World Blind Golf Championships in England, later this year.

Words cannot express what this means to me. Without the Hadley "intangibles," I am not convinced I would have taken that first step.

You also need to know that the staff of Hadley carry on your vision with energy, enthusiasm and a connection to students that is rare.

I am about to begin a new Hadley course. I enter into this with a confidence that, upon completion, I will have a better understanding of vision loss and other subject matter.

Well William, the time for my reflection must end as I need to begin work on my Hadley course on macular degeneration. I look forward to a long and productive relationship with Hadley.

On behalf of myself and other partially sighted and blind individuals, thank you.

*Sincerely,
Bob Short*

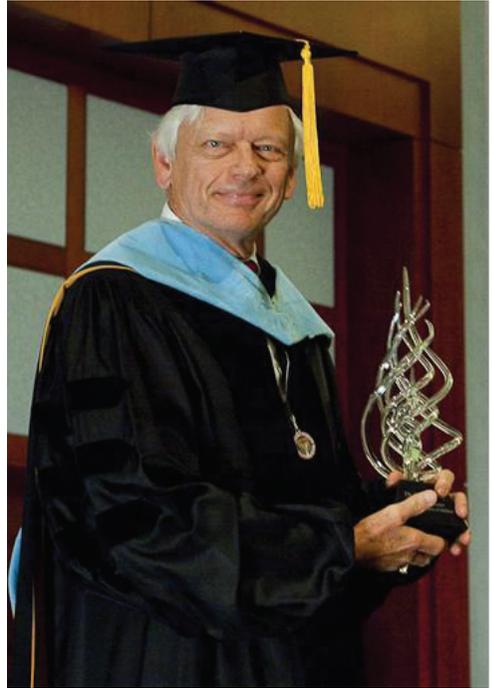
Ashworth College Recognizes Dr. Milton Miller

Miller Leaves Distance Education Legacy

Dr. Milton Miller's career in higher education began in 1966, where he later became full professor and department coordinator of industrial education at his alma mater, University of Missouri-Columbia.

For nearly 20 years, he provided leadership to the department and successfully managed a program that was ranked among the top three graduate programs in the United States. During this time, he received both his Master's and Doctorate degrees.

After leaving the University of Missouri, Dr. Miller began the next phase of his career as a consultant, lending his industry expertise to a variety of education and training programs. It was during this time, he started working in distance education.



Dr. Milton Miller receives the Flame of Excellence Award.

“Milt’s career-long dedication to higher education has had a profound effect on the growth of the industry,” said Gary Keisling, Ashworth Chairman and CEO. “Ashworth has been the beneficiary of his many contributions and he has helped it to become the institution it is today.”

As Ashworth’s Chief Education Officer, Dr. Miller introduced a flexible learning model that allowed students to study, learn and achieve their goals anytime and anywhere. His vision, leadership and innovation helped launch both the Ashworth High

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(Using the Social Web to Change the Game, continued)

School and Ashworth College brands.

Throughout his career, Dr. Miller's many contributions have been recognized by numerous organizations, including: Who's Who in the Midwest (1985), Phi Delta Kappa (75 Young Education Leaders in America 1981) and three-time Outstanding Young Men of America honoree (1973, 1977 and 1979).

Leaving an educational legacy

For more than 20 years, Dr. Miller has provided expertise and leadership to the Distance Education and Training Council by helping to elevate the national accrediting body for distance education institutions and by taking the private school distance education movement to new heights of public acceptance and academic respect.

"Milton has worked quietly, unerringly and without fanfare to improve the way the DETC community creates first rate learning programs," said Michael Lambert, Executive Director of the Distance Education and Training Council.

"His ceaseless quest for efficiency and his relentless search for excellence at a reasonable price helped shape the way all DETC educators teach and learn in the 21st Century."

"It has been one of the singularly wonderful privileges of my career to have worked alongside Milton. He has been a role model, teacher, and a true friend to a generation of DETC leaders. I count myself lucky to have been one of many beneficiaries of this iconic American Educator's

profound wisdom."

Dr. Miller's contributions were recognized by the DETC when he was presented with the Distinguished Recognition Award in 1995.

Dr. Miller honored with Flame of Excellence Award

In the presence of nearly 1,100 graduates, faculty and guests, Dr. F. Milton Miller was honored for 20 years of service to Ashworth during the online college's graduation ceremony on August 7, 2010.

He was presented with the institution's first *Flame of Excellence* award as Keisling acknowledged his contributions toward "the education of more than 2 million Ashworth students from more than 150 different countries." Dr. Miller's wife and daughters were in attendance.

The award was designed by renowned artist and Atlanta resident Hans Godo Frabel and bears the inscription "Friend. Leader. Educator of Millions."

"When I started, we had four career courses which we have grown to nearly 500 across all of our diploma, degree and certificate programs," Dr. Miller said. "I believe that Ashworth as a company is in a position to go to the next level and accomplish great things."

"I have enjoyed the past twenty years and have truly been blessed to have worked with great employees who have worked diligently to develop and support our products," he added. "It's been exciting to observe many of them grow professionally—many beyond what I think they felt possible."

2010 Fall Workshop Sees Record Number of Attendees

More than 120 people gathered at the Brown Palace Hotel and Spa in Denver, Colorado October 3-5 to take part in the DETC Fall Workshop.

The workshop featured a dozen richly informative sessions, including a Q&A on Federal Perceptions and Initiatives, a presentation on monitoring faculty communications, and a panel presentation on working with third-party call centers.

The Fall Workshop also gave attendees the chance to get some hands-on experience during an afternoon of bring-your-own-laptop sessions. Attendees could try using video in distance education, building a personal learning network, or test a variety of Web 2.0 tools to use in education.

Increasing Connections

The Fall Workshop featured the continuation of several new ways for attendees to connect with DETC, session presenters, and with each other.

The Workshop website included an interactive map with directions to the hotel, an online copy of the program, and contained information for speakers, attendees, and exhibitors.

During the meeting, the online Program featured biographical information for presenters, downloadable presentations and session handouts, and online session evaluations. Attendees could even get a sneak peek at the menus for lunch and dinner!

But not all of the Workshop's new features were online. The Workshop was the one-year anniversary of the highly-reviewed Meeting Mentoring program that debuted during the 2009 Fall Workshop.

The program, designed to help make new attendees feel more at ease, paired experienced DETC meeting attendees with first-time meeting attendees. The program gave first-time meeting attendees the opportunity to meet and learn from an experienced DETC member, and have a friendly contact to talk to and ask questions of throughout the meeting. Mentors gained the opportunity of meeting new colleagues and sharing their expertise.

Continue to Connect

The learning doesn't stop just because the meeting is over. Interested in reviewing a presentation, or getting a copy of some handouts? Both are available online, by visiting the Workshop Program page of the meeting website. Looking to connect with other attendees? A final version of the Workshop registration list also is available.

To view or download photos from the meetings, you can visit the DETC website for a photo slideshow.

Remember to save the date for the 85th Annual Conference, taking place April 3-5, 2011 at the Williamsburg Lodge in Williamsburg, VA.

DETC Fall Workshop: Welcome Reception and Dinner



Fall Workshop General Sessions



Fall Workshop General Sessions



Fall Workshop General Sessions



Fall Workshop Closing Banquet



Save the Date for DETC's 85th Annual Conference!



The Williamsburg Lodge in Williamsburg, Virginia, will host the DETC's 85th Annual Conference April 3-5, 2011.

Make plans now to attend the DETC's 85th Annual Conference at the Williamsburg Lodge in Williamsburg, VA, April 3-5, 2011.

After a two-year renovation, the new Williamsburg Lodge offers conference attendees a generous helping of southern hospitality with impeccable service and a choice of comfortable accommodations.

Combining 21st-century comforts and conveniences with classic American style, the Williamsburg Lodge will help

attendees make the most out of the Annual Conference.

In addition, the Williamsburg Lodge is within walking distance of historic Williamsburg. Attendees staying at the Williamsburg Lodge will be able to purchase discounted admission tickets to Colonial Williamsburg, and once inside will receive preferred reservations at Colonial Williamsburg's taverns and restaurants.

Look for more Conference information soon on the DETC website!

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