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SPRING 2011



# DETC NEWS



# DETC NEWS - Spring 2011

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Story ideas, feedback, letters to the editor and other reader submissions are encouraged and should be sent via e-mail. 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

## **Reflections on an Amazing Education Story**

by  
Michael P. Lambert  
Executive Director



This year marks the 85th Anniversary of the founding of the Distance Education and Training Council (DETC), and like any anniversary, it offers those of us in DETC a time to ruminate on where we came from as an association, and why we are who we are today as a result.

The Council was founded at the height of the Jazz Age in 1926 by a group of sophisticated business people, pillars in their local society, who owned and managed highly successful training enterprises called “Correspondence Schools.”

These institutions, some of them enrolling tens of thousands Americans annually, were household names in the America of that era.

Two of the schools that helped launch the Council are still with us today: International Correspondence Schools (now Penn

Foster) and Art Instruction Schools.

A young researcher, John S. Noffsinger, working with a grant from the Carnegie Corporation in 1924, wrote a seminal work that gave rise to a movement for founding the DETC, a book called *Correspondence Schools, Lyceums and Chautauquas*.

On September 27, 1926, in a smoke-filled room at the famous Waldorf Astoria Hotel in New York City, 13 school leaders of the day, led by Noffsinger, agreed to organize the National Home Study Council (NHSC).

The first office of the new Council was at 839 17th Street, NW. In 1994, the National Home Study Council changed its name to the Distance Education and Training Council.

The principles upon which the Council was founded 85 years ago are still relevant

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**(Executive Director's Diary, continued)**

today. They include these:

- Ethical behavior by member institutions in promoting themselves to the public
- Excellence in training materials curricula
- Outstanding student services
- Qualified and caring teachers
- Fair treatment of every student
- Continuous self-improvement through self-analysis

The Council started out as a group of 13 dedicated men and women who were passionate in what they did for a living: helping people improve their lives through education and training. There were more than 3 million Americans enrolled in correspondence schools in 1926, making this segment of American education the largest provider of education and training of that time. But there were dozens and dozens of charlatan, “fly by night” schools existing in the 1920s, and the Council founders were very anxious to set themselves apart and above these blights on society.

Down through the ensuing decades, the flame of wanting to help people through offering good educational opportunities has burned fiercely in the ranks of the Council membership. It is fair to say that the DETC story is one of a quest for earning the highest respect and acceptance of themselves by other institutions, public authorities and the society.

The DETC history is a story of continuous and unwavering efforts to improve the quality and reputation of the distance

learning method, of protecting the student as a consumer, and of ongoing initiatives to serve the needs of individual students with the finest possible learning opportunities at a fair price, all the while striving to uphold high standards of academic quality and ethical business dealings.

DETC prides itself on its commitment to the original vision of the founders of the Council, and on continuing its stability and maintaining key traditions. Since 1926, there have been just 6 Executive Directors of the Council, one indicator of stability of leadership, if nothing else.

Along this amazing Council's journey, there have been summits and valleys, challenges and setbacks, triumphs and victories. To celebrate the incredible story of one of the most colorful and valuable education and training movements in American education history, DETC has issued a video history called *The American Way to Learn: The 85 Year History of DETC and its Service to the World*.

This studio-quality production lasts about 51 minutes, and it should prove to be an invaluable resource to scholars of higher education and history buffs alike. You can view a copy online, at [bit.ly/DETCHistory](http://bit.ly/DETCHistory).

What drove the founders of the Council travel from all parts of the nation to meet in that smoky room in New York City 85 years ago still drives the member institutions of DETC today. Focus on taking care of the learners, ensure that you have quality in your learning materials, offer world-class student service, do everything ethically, do it for a fair price, and everything else will fall into place.

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# DETC Welcomes a New Institution



*Editor's Note: At the DETC Accrediting Commission's January meeting of the, one new institution was accredited (see **Report from the Accrediting Commission**, page 12). Please join us in welcoming them to the DETC Family.*

Looking out from the 14th floor of the Wilshire Metroplex campus in Los Angeles, **Abraham Lincoln University** faculty and staff are greeted with a panoramic view of the Hollywood Hills. Prominently perched near the top of Mount Lee is the Hollywood Sign, a local landmark since 1923.

Abraham Lincoln University has been a prominent fixture in Los Angeles since

1996. Founded by current Chairman Hyung J. Park, ALU was one of California's pioneering online law schools.

ALU School of Law is registered with the Committee of Bar Examiners (CBE) of the State Bar of California as an unaccredited law school. Graduates are awarded the Juris Doctor (J.D.) degree.

The J.D. program requires 140 quarter units and is completed over four years. Graduates are eligible to sit for the California Bar Examination. Upon passing the First-Year Law Students' Examination, General Bar Examination and the moral character evaluation, ALU graduates become full members of the State Bar of

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***(DETC Welcomes a New Institution, continued)***

California and are eligible to practice in California and federal courts.

The University provides working adults with a focused and practical online legal education. A significant difference in ALU's educational model is the use of Internet technology to deliver course content and academic support to enhance the student's learning experience. The curriculum may be accessed live online, as recorded and archived video, and as archived MP3 audio files.

In addition to studying online, ALU students may attend class on the L.A. campus. Weekly class lectures are delivered live and are attended by students who live within commuting distance. Although on-campus attendance is not required, it is a popular option for local students.

Under the direction of Roy Winter, President and CEO, the university is adding undergraduate degree programs to complement the Juris Doctor degree. Associate and bachelor's degrees in criminal justice, paralegal, and legal studies are being developed.

Earning DETC accreditation on January 14, 2011, is a fitting beginning to celebrate ALU's 15th year as an online school of law. As part of the celebration, the commencement ceremony for the graduating class of 2010 is scheduled for February 27th on the Queen Mary located in the Port of Long Beach, California.

For more information, please visit Abraham Lincoln University at <http://www.alu.edu>, or call (213) 252-5100.

## **Important Dates!**

Mark your calendars now for the following DETC activities:

### **2011**

#### **Accrediting Commission Meeting**

June 2-3

#### **DETC Fall Workshop**

October 16-18

Loews Vanderbilt Hotel  
Nashville, TN

### **2012**

#### **Accrediting Commission Meeting**

January 19-20

#### **86th Annual Conference**

April 16-18

The Wailea Beach Marriott  
Resort and Spa  
Maui, HI

#### **Accrediting Commission Meeting**

June 14-15

#### **DETC Fall Workshop**

October 14-16

Eldorado Hotel & Spa  
Santa FE, NM

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# The Situation on Semesters

## **Delivery of the Standard Semester Hour Unit**

A white paper  
from Knowledge Elements, Inc.

Several members of the Knowledge Elements Education Network (KEEN) have expressed concern regarding recent federal regulations that define a credit hour in terms of the Carnegie unit. In order to address this concern, members of the KEEN administrative team attended the CHEA 2011 Annual Conference on “The Evolving Role and Responsibilities of Accreditation.”

Based upon the information gathered at the CHEA conference, no structural changes are necessary by an institution that has implemented nontraditional alternative educational delivery methods (including adult degree program and online) in consultation with Knowledge Elements—so long as the institution has maintained a strict adherence to the program’s initial implementation guidelines and has kept the program current. This is necessary because these delivery methods require the student to do an amount of work represented by clearly identified learning outcomes and verifiable student achievement of these outcomes. Our organization has utilized this model of consultative curriculum planning and assessment since 1987.

The main session, which covered the topic of defining a credit hour, was entitled

*Higher Education and Accreditation: The View from the Obama Administration*, presented by Dr. Eduardo Ochoa, Assistant Secretary for Postsecondary Education, U.S. Department of Education.

During this presentation Dr. Ochoa displayed the verbiage from the actual regulations and proceeded to explain what the goal of the USDE was regarding the definition of a credit hour. Those goals included increasing the overall percentage of adults with certificates or degrees from 40 to 60% in this decade. “Higher Education has become a huge competitive component for the future of our country,” said Dr. Ochoa.

In Dr. Ochoa’s presentation he highlighted key words within the regulation from the Federal Register, Vol. 75, No. 209, Friday, October 29, 2010.

Definition of a credit hour:

§600.2 Definitions. “...a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

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**(The Situation on Semesters, continued)**

2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Dr. Ochoa made several specific comments during his presentation that “amount in this regulation is not meant to be a quantifiable number.”

“The fundamental thing we [USDE] are trying to get at is not contact hours or class work. We are moving away from credit hours being measured by student class time.” Amount of work is defined within the regulation as being “represented in intended learning outcomes and verified by evidence of student achievement.”

Dr. Ochoa said “the examples listed here are not an exhaustive list.”

Based upon this information, credit may be awarded for an amount of work that is measured by the successful achievement of learning outcomes done over a period of time different than the traditional semester. Dr. Andrew Hacker, Professor Emeritus, Department of Political Science, Queens College and author, *Higher Education?*, supported this concept of the amount of work required to successfully achieve an outcome during his presentation at CHEA’s 2011 Conference.

“Good teaching doesn’t require—indeed, doesn’t tolerate—spoon-feeding or dumbing down. On the contrary, good teaching sets high expectations and warns that serious learning will be difficult,” he

said. “Indeed, it places students at center stage; they are the ones to be persuaded to use their minds. And in this pursuit, less is often more. It is common to hear professors boasting of assigning several hundred pages of reading a week. There’s no way that much material can be absorbed in seven days. More will be retained from two carefully chosen articles.”

While quarter hours and other measurements have been employed in recent times to measure the extent of a collegiate learning experience, the semester hour has prevailed as the predominant unit of measurement. Most undergraduate college/university courses in the United States are three semester hours.

There are two means by which student and institutional performance for the three semester hours can be measured. One is by time allocated for the learning experiences and the other is by accomplished learning outcomes.

### **Time Allocation**

In the decades prior to 1980 most of collegiate education was measured by time spent in the learning experiences. A three-semester hour course typically met for fifty minutes three times a week (e.g., MWF) or twice a week for a similar amount of minutes (e.g., TTh classes).

The length of the semester has generally declined over the last half of the 20th century from about 18 weeks (plus or minus an exam week) down to 15 weeks. Whereas the fall semester used to start in September and end in January, the fall semester now typically starts at the end of August and ends well before Christmas.

The spring semester used to start at the  
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## *(The Situation on Semesters, continued)*

end of January and run well into June but now it starts in the first half of January and ends by the first or second week of May. The point here is that the length of a semester might now be defined as fifteen weeks but there is no historical precedent to support that it should be fifteen weeks (or 15 weeks times three times a week times 50 minutes for a total of 2,250 minutes).

In time allocation within a semester there were notable exceptions to this norm. Laboratory classes have typically earned more semester hours of credit but with a disproportionate number of hours because lab time was not thought to be equal to lecture or classroom time.

Field experiences such as a semester abroad would provide much less structured time but a greater amount of total exposure to the learning experiences. Student-teaching courses have typically required a full day in an elementary or high school classroom for an extended period of time to earn the semester hours of credit required for teacher certification.

There are a number of other examples in which the amount of structured time was expanded to fit the type of learning experience but still with a tie to a set number of semester hours required for certification or a degree.

Students learn best by getting into new cultures—when they are asked what's the most powerful learning experience on campus they almost always list an experience outside the classroom, according to a CHEA 2011 presentation by Dr. Richard Hersh, Senior Consultant, Keeling and Associates, LLC and Former President

of Trinity College and Hobart & William Smith Colleges.

In some field experiences the amount of structured time can be much less than if the course were done in a classroom. The semester abroad experience, cited above, might have only a limited amount of structured time in a classroom and then turning the student loose in a new culture to learn in a variety of ways as they encounter the language, the customs and traditions of the location. Even on college and university campuses, students often learned through independent study. There were a number of reasons for this:

1. only one or two students needed or wanted that course that semester so a professor could be assigned to work with the student(s) on an independent study basis,
2. advanced work in a discipline might require library or laboratory work by the student to pursue individual or special interests, and/or
3. the preferred learning style of the institution could be one in which independent study was considered to be more likely to lead to significant learning than the lecture/recitation style of classroom.

In independent study the student would still be awarded semester hours of credit but the number of credits would be assigned by the professor in keeping with the amount of work assigned. In some disciplines these might be labeled readings courses in which the student was assigned a number of books with periodic meetings with the professor. In other instances it might be connected to a seminar or honors seminar in which

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## ***(The Situation on Semesters, continued)***

a small group would meet periodically to discuss the independent study work of each student.

Various forms of independent study (sometimes called tutorials) have been part of the United States higher education scene for most if not all of its history. The point of this is that while most independent study has been translated into semester hours, it has not been measured in time. Thus, not all United States higher education in the past has been measured primarily by time.

### **The Transition**

During the last quarter of the 20th century the movement toward learning outcomes began to pervade the accreditation associations in the United States. Increasingly, accreditation standards moved away from quality as measured by time toward measuring quality on the basis of learning results with the students.

This became the major transition in higher education in the last fifty years. Professors and others protested that not all learning could be measured at the time of learning. And some learning, as was argued, could never be measured (appreciation of the arts, for example). Nevertheless, the movement progressed steadily with increasing standards placed on institutions to document that student learning was taking place and that it was the learning that the institution intended. Possibly the major impact of this change was the movement away from the assumption that learning was the responsibility of the student to the assumption that learning

was the responsibility primarily of the institution.

### **Learning Outcomes**

The development of learning outcomes by institutions has caused higher education to look at measurement in many different ways from the historical model. First, institutions have had to accept the concept that whether the student learns is an institutional responsibility (even to the point of being held legally responsible for a positive result). Second, institutions have had to consider how “institutional effectiveness” will impact all of what the institution does, including administration. Third, this has impacted the relationship with professors who previously felt and acted as if they were in charge of the learning process.

Now there are institutional learning outcomes that professors must assume responsibility for meeting. Thus, the educational process has become more of a relationship between the institution and the student with the professor as the delivery agent instead of between the professor and the student with the institution as the host and provider.

Learning outcomes for a course or a program are a statement by the institution of anticipated learning by each student enrolled in that course or program. A learning outcome must be stated in measurable terms as much as possible. Once a learning Delivery of the Standard Semester Hour Unit outcome is stated, the accrediting bodies expect that the institution will structure, fund and staff itself in whatever way is needed to accomplish these learning

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## ***(The Situation on Semesters, continued)***

outcomes. A grade at the end of a course or a certificate or degree granted is an indication that the student has accomplished these learning outcomes. It is the responsibility of the institution to assure that most or all students achieve these learning outcomes. It is no longer the primary responsibility of the student to achieve. While our focus here is on higher education, it should be noted that this movement toward responsibility for institutional learning outcomes has permeated the K-12 education scene with pressure from the U. S. Government (“No Child Left Behind” for example) as well as the accrediting bodies.

The relationship of institutional mission to learning outcomes is that this broad mission statement is the overall blanket under which everything the institution does must fit. From this program (or major) learning outcomes are expected. Course learning outcomes must fit within those written for the major of which they are a part. Learning outcomes for general education are also expected to be in place.

### **Today’s Higher Education Model**

Historically, as universities were created in Europe seven and eight hundred years ago, they were more of a federation of teachers who gathered students around them to learn from them.

At the beginning of the 21st century members of the faculty retain powerful roles within colleges and universities but the institution has clearly become the predominant force. The factors regarding standardized measurement of outcomes

mentioned earlier accelerate this process of giving authority and responsibility to the institution. Comparable learning outcomes are not easily done by each professor thus lending to the concept of outcomes being done by the institution.

The higher education model of today has the feature of offering courses in traditional, blended, and online modalities. Due to the structure and technology involved, this enhances the role of the institution.

Standardized education also adds to the need for uniformity in the structure and content of courses and decreasing the latitude of the professor in both what will be taught and how it will be taught.

Learning outcomes may blend well with a standardized approach to teaching/learning. In this approach, all features of the course including learning outcomes can easily flow from the course title and course description and can be standard regardless of who teaches the course. In fact, the course was probably written by a course writer rather than the professor teaching the course, which introduces other standardization features.

The broad adoption of textbooks and related materials from publishers is also enhanced by standardized courses. One of the implications for all of this standardization is further definition and standardization of what three-semester hours means in terms of what students and faculty will be required to do in order to complete a course. For example: a textbook publisher hires a team of credentialed authors to create the content, learning outcomes, and assessments for a book. The instructor adopts this book and the auxiliary resources of presentations and teaching

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***(The Situation on Semesters, continued)***

materials. The instructor may download and use the publisher's assessments to test the student's learning.

This process makes it difficult for the instructor to add additional experiential value to the content being presented to the student. In this model the publisher is the entity that provided the outcomes, content, learning experience, and assessments.

As mentioned above, semester hours were formerly measured primarily by time. Online education has had a considerable impact on this notion because no one knows (even the student) exactly how much time was spent at the computer or in any other interaction with the professor or other students (chat rooms).

Thus, in online education the amount of time spent to earn three semester hours is something that is not measured. If time is not measured, there must be another way of measuring whether the planned learning experience (course) is comparable to other courses in which the same amount of semester hours has been awarded.

Online education measures student completion of all of the work assigned in the course. In an interactive learning design model (as pioneered by Knowledge Elements) all of the work assigned stems from the learning outcomes for the course rather than a series of tasks designed by a course writer. Thus, "seat time" is not a relevant issue in online higher education. Yet, online courses are expected to be comparable to traditional classroom based courses. The only possible comparison between the two methods available to us

today is learning outcomes. The learning outcomes should be the same in the online course as the course by the same title and number in the classroom. Accrediting bodies ask for institutions to be able to document this consistency.

Nontraditional education that takes place primarily in the classroom, such as adult degree programs, is neither traditional classroom courses nor online courses. How are they to be compared to either of these other methods? The obvious answer is by learning outcomes.

Nontraditional courses of all types (independent study, study abroad, field work, adult degree programs, internships, student teaching) must be measured by what they purport to do, their learning outcomes. Do the students completing these courses complete the learning outcomes with a sufficient degree of quality? This means that the learning outcomes in nontraditional courses must be comparable to traditional classroom courses and online courses.

As a result, nontraditional courses cannot be measured by seat time (some nontraditional courses such as field education might have no seat time). The only option for measuring the learning effectiveness of nontraditional courses, including adult degree programs, is to determine 1) are the learning outcomes comparable to traditional and online courses?, and 2) did the students in these courses complete the learning outcomes with a sufficient degree of quality?

**The Future with Semester Hours**

The future of semester hours as the measurement of how much higher education

*(continued)*

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## ***(The Situation on Semesters, continued)***

has been completed is a secure one. There is no widespread acceptance of any other kind of measurement device. However, the form and style of the education that led to the completion of a course and its semester hours has only begun to diversify. The course of the future will vary considerably in seat time with the seat time not in proportion to the number of semester hours but in relation to the type of learning and the extent to which that particular learning is best accomplished with seat time as opposed to other alternatives.

Higher education of the future will be a blend of many forms of education including traditional classrooms (modified with many forms of electronic media), online with the professor, online chat rooms, on campus discussion groups, access to materials on the Internet and in libraries, interactive learning activities in which the student and computer interact on a series of planned learning activities, testing, submitted papers, submitted technical exercises, oral performance, written and oral examinations. The role of libraries has already extensively changed away from the repository of materials and a place to study in order to facilitate these changes that have begun and will continue to bring many new features to higher education. The traditional classroom will survive but it will take on a very different appearance and function.

We have known for many years that time exposure does not ensure learning. To determine whether a person has been educated, the thinking, skills, knowledge and application need to be measured and

not the amount of time spent in a traditional classroom. In a way, this returns us to the model of early medieval universities in which a student might study with a professor until he felt he had accomplished what he could with that professor and then moved on—his learning outcomes had been met.

Classroom time does not exactly equate to effective teaching either. Fifteen weeks of students and professor together with every student earning an A for the course might only mean a lot of time wasted with no indication from those grades that student learning actually took place. It is this observation that has propelled the movement within higher education and the general public toward learning outcomes.

Learning outcomes forces the institution to decide what it wants the students to learn in thinking, skills, knowledge and application. Once it decides this, it must determine how it will accomplish the learning outcomes with the greatest number of students at the highest quality level enrolled at the institution. The greater the number of students who accomplish the learning outcomes, the greater the success of the institution, providing of course, that the learning outcomes set forth by the institution were meaningful to the students and to the mission of the institution.

*Knowledge Elements fosters engaging and empowering relationships, energizing growth-minded colleges and universities to fulfill their missions, impact their communities, and expand the Kingdom. Since 1987, we have helped more than 150 various learning institutions rediscover passion, refine offerings, and move boldly into new territories.*

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# Report From the Accrediting Commission

The DETC Accrediting Commission met on January 13-14, 2011 and took the following actions:

## Two Public Commissioners Re-Appointed

The Commission voted to appoint Dr. Josette P. Katz to her second three-year term as a public member on the Commission. Dr. Katz is a Professor at Atlantic Cape Community College in Cape May Court House, New Jersey.



**Dr. Josette P. Katz**

Dr. Katz began her career with Atlantic Cape Community College in 1983 as a faculty member in Hospitality Management. She then coordinated the Hospitality Management program and later served as Chair of the Business Department. She supervised Advisory Committees for all business career programs and developed an internship program for the hospitality management program. In addition, she coordinated the first College's online degree program in business administration. From 1999 to 2005, Dr. Katz was the Dean of Academic Resources and Associate Dean of Instruction for this comprehensive community college with enrollments of more than 6,500. Dr. Katz also has extensive experience working

on grants and served as the Chair for the Commission of Accreditation in Hospitality Management.

Dr. Katz returned to the classroom in 2005 to teach marketing, management and hospitality management. She chairs the Faculty Technology Committee and teaches several online courses per year. She has a B.A. in History from George Washington University, Washington, DC; a MBA from Monmouth University, Long Branch, New Jersey, and an Ed.D. in Educational Administration from Nova Southeastern University, Fort Lauderdale, FL.

The Commission also voted to appoint Ms. Carol S. Osborn, former Deputy Director of Defense Activity for Non-Traditional Education Support (DANTES) to her second three-year term as a public member on the Commission. Ms. Osborn is presently retired.



**Ms. Carol Osborn**

Ms. Osborn served more than 30 years in voluntary education in various capacities, beginning in 1974. With a background as an English teacher and a newly earned Master's in Counseling, she began working at the Royal Air Force (RAF) Alcon-

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***(Report from the Accrediting Commission, continued)***

bury, Cambridgeshire, United Kingdom as a Guidance Counselor and the Federal Women's Program Manager for the base. In 1989, Carol was hired as the Head of Educational Programs at the Defense Activity for Non-Traditional Education Support (DANTES). This encompassed distance learning as well as the DANTES Examination and Certification Programs, and she established professional contacts with the leaders of higher education throughout the United States. She shepherded the development and implementation of the first Military Installation Voluntary Education Review (MIVER), and chaired the Department of Defense (DoD) Committee, which recommended policy changes for a consistent tuition assistance policy among the services.

In 2001, Ms. Osborn became the Deputy Director of DANTES, managing the day-to-day activities as well as maintaining operational oversight of a worldwide voluntary education support system. She retired in 2006. She holds a B.A. in English from Longwood College, Farmville, VA, a Master of Arts in Counseling from Ball State University, Muncie, IN and an Education Specialist Degree in Human Development Counseling from George Peabody of Vanderbilt.

**New Vice Chair Elected**

Ms. Mary Adams, President of American Sentinel University, was elected as the Vice Chair of the Commission. She

replaces David Curd, who completed his allowable terms.

Ms. Mary Adams is the President of American Sentinel University. Prior to joining American Sentinel University in 2004, Ms. Adams was the President of Aspen University for 16 years. She is one of the founders of the online school and is responsible for developing its original MBA program. Ms. Adams has participated in more than 50 accreditation visits for DETC and others, and is currently the Chair of the DETC Research and Education Standards Committee. She has spoken at many DETC Conferences, Seminars, and Workshops in the past. Ms. Adams has a B.A. degree in History and an MBA from Aspen University. Ms. Adams received two DETC awards: the Distinguished Service Award in 1999 and the Distinguished Recognition Award in 2003.



**Ms. Mary Adams**

For the full biographies on these Commissioners, please visit DETC's website at [www.detc.org](http://www.detc.org) and select "Accrediting Commission" and "Commissioners."

**One Institution Accredited**

**Abraham Lincoln University, Inc.**, 3530 Wilshire Boulevard, Suite 1430, Los Angeles, CA 90010. Phone: (213) 252-5100; website: <http://www.alu.edu>.

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***(Report from the Accrediting Commission, continued)***

Mr. Roy Winter, President. Founded 1996.

**Six Institutions Re-Accredited**

The following institutions were re-accredited:

- Art Instruction Schools, Minneapolis, MN
- Catholic Distance University, Hamilton, VA
- Columbia Southern University, Orange Beach, AL
- Global University, Springfield, MO
- National Paralegal College, Phoenix, AZ
- Sessions College of Professional Design, Tempe AZ

**Initial Grant of Accreditation Denied**

The following institution was denied accreditation:

- American Center for Excellence in Surgical Assisting, Greenwood, CO

**Change of Location**

A change of location for the following institutions was approved:

- California Coast University moved to 925 North Spurgeon Street, Santa Ana, CA 92701
- City Vision College moved back to 712 E 31st Street, Kansas City, MO 64109

- INSTE moved to 2302 SW 3rd Street, Ankeny, IA 50023
- Penn Foster College moved to 14300 N. Northsight Boulevard, Suite 120, Scottsdale, AZ 85260
- Perelandra College moved to 8341 Lemon Avenue, Suite G, La Mesa, CA 91941
- Sessions College for Professional Design moved to 397 South Mill Avenue, Suite 300, Tempe, AZ 85281
- Taft University moved to 600 S. Cherry Street, Suite 525, Denver, CO 80246
- Westlawn Institute of Marine Technology moved to 16 Deep Cove Road, Eastport, ME 04631
- Universidad FLET moved to 13024 Southwest 120th Street, Miami, FL 33186

**Change of Name**

The following name changes were approved:

- Ashworth High School changed its name to James Madison High School, Norcross, GA
- Avondale Preparatory High School changed its name to Avondale & Williams Preparatory High School, Scranton, PA

**Voluntary Resignations of Accreditation**

- IMPAC University, Punta Gorda, FL – Effective January 31, 2011
- John Tracy Clinic, Los Angeles, CA – Effective September 30, 2010

*(continued)*

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***(Report from the Accrediting Commission, continued)***

- Lansbridge University, Frederickton, NB – Effective December 31, 2010

**New Courses/Programs**

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

- Allied Business Schools, Inc.
- American College of Healthcare Sciences
- Anaheim University
- Applied Professional Training, Inc.
- Ashworth College
- Aspen University
- California Southern University
- City Vision College
- Dunlap-Stone University
- Ellis University
- Martinsburg Institute
- Penn Foster College
- Sessions College of Professional Design
- Sheffield Schools of Interior Design
- University of Management and Technology
- U.S. Career Institute
- Yorktown University

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

**DETC “Certified Eligible” to Apply for Title IV Participation**

The following institutions were approved to seek eligibility for Title IV:

- Allied American University, Laguna Hills, CA
- Northwest Institute of Literary Arts, Freeland, WA

**Policies, Procedures and Standards**

The Accrediting Commission gave final adoption to the following Policies, Procedures, and Standards:

- Standard IX. Financial Responsibility (addition of three new standards)
- Business Standards III.A.3. (adding “High Schools” to keep application fee)
- E.1. Fees
- C.14. *Policy on Student Achievement and Satisfaction* (clarifying how to calculate completion and graduations rates) – with some changes.

To view a complete list of the changes to the Policies, Procedures and Standards approved by the Accrediting Commission, visit the DETC website at <http://www.detc.org/theaccrediting.html#act>.

**Proposed Changes**

The Commission also approved for public comment the following:

- Proposed changes to Policy C.3. *Poli-*

*(continued)*

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## ***(Report from the Accrediting Commission, continued)***

### *cy on Change of Ownership/Management*

- Proposed changes to Policy C.9. *Policy on Degree Programs.*
- Proposed changes to Policy C.27. *Policy on Teach-Out Plans*
- Proposed changes to the *DETC Business Standards.*

To view the 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](mailto:sally@detc.org)). Final adoption of these policies will be considered at the Commission's June 2010 meeting.

## **Applicants for Accreditation and Re-Accreditation in 2011**

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

### *First Time Applicants:*

- Trinity College of the Bible and Theological Seminary, Newburgh, IN
- University of Fairfax, Vienna, VA

### *Applicants for Five-Year Re-Accreditation:*

- Allied Business Schools, Laguna Hill, CA (including Allied American University and Allied High School)
- American Public University System, Charles Town, WV

- Grantham University, Kansas City, MO
- Henley-Putnam University, San Jose, CA
- Institute of Logistical Management, Burlington, NJ

## **Revision of 2011 DETC Accreditation Handbook**

The 2011 DETC Accreditation Handbook is now available on DETC's website at <http://www.detc.org/accreditationhandbook>. You can order a 2011 Handbook for \$50 from DETC's website. Each DETC member institution will receive one complimentary copy.

## **Next Meeting**

The next meeting of the DETC Accrediting Commission will be June 2-3, 2011.

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## **Fall Workshop Call for Proposals Now Open**

Remember to save the date for the DETC Fall Workshop, taking place October 16th-18th, 2011 at the Loews Vanderbilt hotel in Nashville, TN.

Interested in speaking at the Workshop? The call for proposals is open now! Visit the DETC website to submit your presentation ideas. Submissions must be submitted by June 15th to be considered for the Fall Workshop. Contact Rob Chalifoux, DETC's Director of Media and Events, via email ([rob@detc.org](mailto:rob@detc.org)) with any questions.

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# DETC Award Recipients Honored



**Accrediting Commission Chair Mr. Timothy Mott, left, Presents Dr. David Curd with his *DETC Distinguished Service* award at the January Accrediting Commission meeting.**

The Distance Education and Training Council presented one award at its January Accrediting Commission Meeting, and presented three awards at the 85th annual conference in April.

The *DETC Distinguished Service Award* is presented to individuals inside the distance education field for their special outstanding service that has enhanced the image of distance education or significantly furthered the work of the Distance Education and Training Council.

**Dr. David Curd**, the President and Co-Founder of the College of the Humanities and Sciences, Harrison Middleton University, was presented with his DETC Distinguished Service Award at the January 2011 Accrediting Commission meeting. Before co-founding the College, Dr. Curd

held numerous positions in the education field, including Superintendent of Schools, Director of Research and Program Development and Teacher. He also served as an Attorney at Law, as well as an assistant Attorney General. Dr. Curd received an Ed.D. from Arizona State University, and a J.D. from Drake University. He also earned a Bachelor of Arts in Education with Distinction from Arizona State University. In addition to his many academic credentials, Dr. Curd has received numerous awards and decorations while he served in the U.S. Army during the Vietnam War, including the Bronze Star.

Dr. Curd has 20 years of experience in developing academic programs including elementary, secondary, postsecondary and

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**(DETC Award Recipients Honored, continued)**

required subject areas from foreign languages to vocational education. He served as adjunct instructor for Arizona State University, Northern Arizona University, University of Louisville, Yavapai College, Chandler/Gilbert Community College, and Gateway Community College, teaching undergraduate and graduate course, including two years of closed circuit television instruction.

David spearheaded the popular publication, "Cooking with the Council" in 2005, and the cookbook was a great contribution to the culture of DETC as a closely-knit organization. He also hosted a well-attended meeting of DETC High School educators at his institution in May 2008.

David recently retired from the Accrediting Commission after six years of loyal and outstanding service. He served as Vice Chair for 2 years and has been a strong advocate for high standards and for zero tolerance of infractions of the Standards. During his six-year tenure, Dave never missed a Commission meeting, was a stalwart defender of the student as consumer, and constantly advocated keeping the bar high for applicants for accreditation.

He has been a strong DETC supporter for many years and has mentored and helped a generation of DETC school staff members.

**Mrs. Nan Ridgeway** joined the Distance Education and Training Council as the Director of Accreditation in August of 2005. As Director of Accreditation, Mrs. Ridgeway guides institutions through the process of initial and re-accreditation. She

works to assure institutional compliance with the Commission's published educational and ethical business standards. Mrs. Ridgeway coordinates the work of hundreds of volunteer evaluators who assist the Commission



**Mrs. Nan Ridgeway**

in verifying the standards. Prior to joining the DETC, Mrs. Ridgeway served as an Accreditation Associate for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). She earned a B.S. in Family Studies from the University of Maryland, College Park. She is currently enrolled in a Master of Business Administration program at Strayer University.

Nan has been a loyal, hard-working, serious and caring staff member at DETC for more than 6 years. She has brought the accrediting program to a high level of efficiency and professionalism, and has initiated on her own cognizance dozens of innovations and improvements to DETC's major program and chief function: accreditation. Nan's joyful spirit is infectious and she is a reason why DETC accreditation has been reaching ever-higher levels of acceptance.

Nan was presented with her *DETC Distinguished Service Award* during the 85th Annual Conference in Williamsburg, Virginia.

The *DETC Distinguished Recognition Award* is awarded to individuals for their outstanding work on special projects that

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***(DETC Award Recipients Honored, continued)***

have contributed to the advancement of DETC.

Starting in the fall of 2008, **Dr. Phil and Mrs. Nancy Rokicki** have devoted thousands of hours to writing and researching the history of DETC from 1926 to present. They made three trips to Washington, poured through thousands of documents, hundreds of books, and dozens of artifacts at the DETC offices. They then distilled this wealth of history and information into a coherent and exciting history that has become *The American Way to Learn*, a video-history made for the DETC's 85th Anniversary.

In addition to the video history, Phil and Nancy are the authors of the DETC Financial Aid Training Course, which they are currently revising for DETC, and also serve as the instructors for the course.

Dr. Phil Rokicki is vice president of Rokicki and Associates, Inc. and is an adjunct professor in the H. Wayne Huizenga School of Business and Entrepreneurship of Nova Southeastern University (NSU), where he teaches statistics and grant writing in the MPA and MBA programs. Dr. Rokicki previously served as the University of Missouri's Director of Scholarship and Student Aid Services, where he coordinated the awarding of over \$100 million in federal and state aid to 25,000 students on four campuses. Dr. Rokicki also served as the Financial Aid Director for the Distance Education and Training Council. Dr. Rokicki has more than 20 years experience in the federal student aid (Title IV) programs, and has presented and trained hundreds of financial aid professionals.



**Mrs. Nancy and Dr. Phil Rokicki.**

He has also served in NSU's Institute of Government and Public Policy, providing program evaluation services and process management to cities and counties in Florida. He has worked as a consultant to the Florida Department of Juvenile Justice and the Florida Department of Children and Families, and to Miami-Dade County's Alliance for Human Services.

Mrs. Nancy Rokicki currently serves as president and chief executive officer of Rokicki and Associates, Inc. (R&A). Operating since 1991, R&A has been involved in distance education—successfully writing and developing its own internationally recognized Global Career Development Facilitator Study Guide and other curriculum for private, for-profit schools. R&A developed the Federal Student Aid Training Program for the Distance Education and Training Council (DETC) and the

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**(DETC Award Recipients Honored, continued)**

original distance education training guide for DETC on-site reviewers.

Ms. Rokicki previously served as Director of Student Financial Aid at the Illinois Institute of Technology and as Director of Financial Aid at the University of St. Francis. She worked with the Student Loan Marketing Association of Sallie Mae in Washington DC. In Washington, she also served as a director of governmental relations for a private corporation involved primarily with educational products with a focus on federal student aid. Ms. Rokicki is schooled in the intricacies of federal and state governmental regulations, and in the various techniques needed in project and organizational evaluation.

The DETC was pleased to present Phil and Nancy with their DETC *Distinguished Recognition Awards* during the 85th Annual Conference.

The *DETC Distance Education Award* is presented to individuals primarily outside the distance education field who have distinguished themselves for their outstanding contributions and service to distance education.

**Ms. Nanette Swarthout** is a senior instructor at Fontbonne University's Options Program, teaching Human Resources and Business courses to Bachelors and MBA degree students. Ms. Swarthout was the Instructional Design Consultant for DRA/SIRSI, a leading library software automation company. Prior to the purchase of DRA by SIRSI, she was the training and conversions manager for DRA. Ms Swarthout started her career working for Trans World Airlines as a reservation sales

agent and worked her way up to Director of Employment Services. While working for the airline, Ms Swarthout also held the positions of Director of Employee Relations, Director and Manager of Training, and Training Instructor for the Trans World Travel Academy, an operating division of the airline. Further, Swarthout is a member of the Society for Human Resource Management, the Employment Management Association, and the American Society of Training and Development. She has served on numerous DETC Examining committees as an Evaluator for both Educational and Business Standards. Ms Swarthout earned an MBA degree from Fontbonne University and a B.S. in Communications from Illinois State University.

For the past 20 years, Nanette has been one of the top evaluators in the DETC accrediting program, travelling at the drop of a hat to more than 100 schools in more than 15 states. Her acumen in business and academic matters, her skills as a committee chair, her priceless insights on how a good institution should look and her ability to write clear and constructive Chairs' Reports make her one of the finest accreditation committee volunteers in the nation.

Her professionalism and cheerful nature make her welcomed wherever she goes, and her sense of fair play and thoroughness have helped make the DETC accrediting program what it is today respected, fair and value-adding to institutions and students. Although she was not there to accept the award it person, Nanette's *DETC Distance Education Award* was presented at the 85th Annual Conference in Williamsburg, Virginia.

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# 85th Annual Conference Breaks Record



More than 180 people gathered to learn, share, and network at the Distance Education and Training Council's 85th Annual Conference April 3-5, 2011 at the Williamsburg Lodge in historic Williamsburg, Virginia.

Attendees gathered for two days full of interesting and engaging sessions, including a panel presentation on new federal regulations and their effects on distance education, and a session full of tips and tricks for redesigning an institution's website.

"The 85th Annual Conference was fantastic; it exceeded our expectations and definitely raised the bar in terms of offering timely, relevant content and highly expert presenters," said DETC Executive Director, Michael P. Lambert. "And with more than 180 people attending, there was more opportunity than ever for attendees to interact with and

learn from each other while celebrating a historic DETC anniversary in a wonderful historic location."

## **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 Conference Program page of the meeting website. Looking to connect with other attendees? A final version of the Workshop registration list also is available.

In addition, you can view and download electronic versions of the Conference photos on the following pages (and all the Conference photos) on the DETC's Flickr page. Visit the Annual Conference website at <http://www.detc.org/85thannualconference> for the link!

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# Welcome Reception and Tavern Dinner



# Annual Conference General Sessions



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# Annual Conference Closing Banquet





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