

# DETC NEWS

FALL 2005



**Susan Reilly Retires from DETC**

## In this issue:

- Still Time to Register for DETC's Fall Workshop
- Strategic Marketing and E-Learning
- An Interview with Judith Eaton, President of CHEA
- Open Letter to the Nation's Collegiate Registrars and Deans
- Susan Reilly Retires from DETC

---

# DETC NEWS - FALL 2005

## Contents

Still Time to Register for the DETC Fall Workshop .....	1
Executive Director's Diary .....	3
Report from the Accrediting Commission .....	5
Mark Your Calendars for these 2006 DETC Meetings .....	8
Newly Accredited Institution .....	9
Hadley Inducted into the Blindness Hall of Fame .....	10
Strategic Marketing of E-Learning .....	11
An Interview with Judith Eaton, President of CHEA .....	13
Susan Reilly Retires from DETC .....	15
New Director of Accreditation .....	15
Open Letter to the Nation's Collegiate Registrars and Academic Deans .....	19
Workshop Registration and Hotel Reservation Forms .....	25
On Cover: Mr. Henry Spille, DETC's Accrediting Commission Chair, presents Susan Reilly with a "Certificate for Outstanding Service" (see page 15).	

---

**DETC NEWS**—Published by the Distance Education and Training Council, 1601 18th Street, N.W., Washington, D.C. 20009 (202-234-5100).

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).

### DETC Staff:

**Executive Director:**

Michael P. Lambert

**Assistant Director and News Editor:**

Sally R. Welch

**Director of Accreditation:**

Susan M. Reilly

**Director of Meetings and Accounts:**

Cynthia G. Donahue

**Assistant to the Accrediting Coordinator:**

Aдриene L. Crossland

**Information Specialist:**

Jennifer A. Tobia

**Legal Counsellor:**

Joseph C. Luman

---

---

*Still Time —*

# To Register for the DETC Fall Workshop

## Historic Hotel Hershey Hershey, PA

There's still time to register for DETC's always-popular Fall Workshop. This meeting is for DETC Educators, Administrators and Marketers. The Workshop is October 16-18, with an Accreditation Seminar on October 19th. Mr. Kevin McCloskey, President of Blackstone Career Institute, is the Chair of the Workshop. The Workshop's theme is, "*Plan, Act, Evaluate: Taking it to the Next Level.*" An interesting and exciting program is planned.

The DETC Research and Educational Standards Subcommittee will meet at 3:00 p.m. and the Business Standards Subcommittee will meet at 4:00 p.m. on Sunday, October 16th. The first Workshop session begins at 9:00 a.m. on Monday, October 17th and concludes at 4:30 p.m. on Tuesday, October 18th.

There will be an Accreditation Seminar on Wednesday, October 19th, which begins at 8:00 a.m. and ends at 3:30 p.m. Lunch is provided. To register, check the appropriate space on the registration form.



## Optional DETC Golf Outing on Sunday Morning

DETC meeting attendees will have access to the nearby Hershey Country Club's spectacular championship courses, rated in the Top 50 Resort Courses by *Golf Digest Magazine*.

For the Sunday golf outing, a Pre-Workshop sign-up is required (Greens Fees and other golf fees are to be paid by participant at the Club's Pro Shop). This is a highly exclusive country club, and there are only limited slots available to DETC, so golf tee-times will be on a first-come, first-served basis. This will not be a tournament, but simply groups of DETC foursomes.

## Register Today!

To view the proposed Workshop Program, go to [www.detc.org](http://www.detc.org) and select "About Us" and "Meetings and Reports." The registration fee includes all sessions,

*(continued)*

---

*(Still Time to Register for the DETC Fall Workshop, continued)*

meals and activities listed on the program. Registration is for the full Workshop. There is no partial registration. Registrations must be made by October 7th. The DETC member rate is \$925 for the first person, and \$875 for each additional person. The non-member rate is \$1,175 for the first person, and \$1,075 for each additional person. The accompanying person's fee (meals only) is \$250. Payment may be made by check only (made payable to "DETC"). Please send your check and "Workshop Registration Form" (found on page 25) to Ms. Cindy Donahue at the Council's office. You will be registered for the Workshop **only** when your payment and Workshop Registration Form are received and a confirmation letter has been sent. If you have questions, please call Cindy Donahue at 202-234-5100, ext.104 or e-mail [cindy@detc.org](mailto:cindy@detc.org). **Registrations will not be accepted at the door.**

**Workshop Theme: *Plan, Act, Evaluate: Taking it to the Next Level***

The Workshop Program was designed with the interests of both Educators and Marketers in mind. A survey of the DETC membership was conducted and sessions were created from the most popular topics selected.

**The Hotel Hershey**

The Hotel Hershey is a world-class resort, an intimate expression of grandeur with its majestic formal gardens, hand-

sculpted fountains, and Spanish-influenced architecture. The guest rooms are lavish, with breathtaking vistas. This is a place to awaken your senses, soothe your soul, and experience the finest in elegance and service.

You must make your hotel reservations **directly** with the hotel by using the "Hotel Reservation Form" found on page 25 or DETC's web site. The special standard/single or double DETC room rate is \$199. To receive this room rate, your hotel room reservations must be made by no later than **September 12, 2005**. If you make your reservations by phone, please state that you are attending the DETC Workshop. The DETC is holding a specific number of rooms, and we anticipate that these will go quickly. So to avoid disappointment, we suggest you make your reservations today by calling 1-717-533-2171 or faxing the "Hotel Reservation Form" to Reservations at 1-717-534-8668.

**Accreditation Seminar**

The DETC Accrediting Commission will conduct an Accreditation Seminar on Wednesday, October 19th, at the Hotel Hershey. Seminar topics range from "The Steps in the Accreditation Process" to the "Do's and Don'ts for Evaluators." The Accreditation Seminar starts at 8:00 a.m. and ends around 3:30 p.m. Registration fee for the Seminar is \$150. The fee includes a continental breakfast, lunch and all Seminar material. You may register for the Accreditation Seminar by checking the appropriate space on the "Workshop Registration Form."

---

# Executive Director's Diary

by  
**Michael P. Lambert**

## *The Role of Accreditation*



What is the role that accreditation should play in our fast-changing world, where educational institutions are evolving from a 19th century industrial production model to a multi-faceted hybrid of delivery modes and technologically sophisticated delivery vehicles of lifelong learning?

It seems to depend on who is responding to the question, and what their perspective is on this complicated construct we label “accreditation.” To—

- legislators and regulators, it is a “gatekeeper and watch-dog” for Federal funding.
- the general public and students, it is a “badge of academic quality” or “seal of approval” and assurance of institutional integrity. Students may not always be able to define the term precisely, but marketing research tells us that it is one of the three most important things they look for when selecting an institution.
- consumer protection agencies, it is a source for getting institutional information and for resolving student complaints.

- corporate human resource officials, it is a surrogate for trustworthiness for tuition assistance funding for employees.
- institutions, it can be an external source to stimulate self-improvement and engage in institutional renewal. It can also be—to those staff charged with creating documentation for self-evaluation reporting—a quintennial “nuisance.”
- institution staff and faculty, it represents peer review feedback, an endorsement of academic practices and a great source for professional development.
- some institutions, accreditation is a “ticket to be punched” to get admitted to the Federal Student Aid Dance. Period.

So it would appear that the definition of accreditation varies according to the user of it.

To our way of looking at it, accreditation can be best appreciated by looking at

*(continued )*

---

*(Executive Director's Diary, continued)*

its historic, traditional purpose: a voluntary, non-governmental social tool designed to identify for public purposes educational institutions and programs worthy of confidence.

A second key role for accreditation has been the encouragement and assistance given to institutions to engage in meaningful self-evaluation and effective institution-driven self-improvement over time. The effectiveness of an accrediting association is best measured by its track record in raising the quality and efficiency of the institutions that voluntarily submit to its processes. If we accept this as a key role for accreditation, then the most effective and meritorious accrediting bodies would be those that—over a long period of time—can demonstrate that they have made a significant difference in the academic and administrative quality in the institutions they have accredited. That is to say, what improvements over time in the quality of programs, what enhancements in services to learners, what increases in student success and satisfaction and what improvements in measurable outcomes can an accrediting body point to in its assigned sector of institutions? What has the accrediting association done to make institutions better?

What good has been done for society and for students? Can the accrediting association point to a body of evidence and say, “We played a key role in bringing about these measurable improvements in our sector of education.”

Employing the above measure, we would be short-sighted if we were to judge

an accrediting body solely on the quality and reputation of the institutions which they have historically accredited by virtue of geography or type.

It seems to us it should be relatively easier to deal with long-established, well-endowed, well-funded, well-managed traditional institutions than it would be to work in the academic vineyard with start-up or non-traditional institutions that have no state or federal funding, or with entrepreneurial institutions operating on the cutting edge of innovation and practice.

In DETC, which is marking its 50<sup>th</sup> Anniversary this year, DETC and its accredited institutions take a sense of pride in the track record that has been compiled in the accreditation of distance institutions. We are confident that DETC accreditation has made a positive difference in fostering and improving institutional integrity and quality over the past half century, and we believe we have remained faithful to the guiding principle that gives accreditation its *raison d'être*: the stimulation of self-improvement in institutions through peer review and self-assessment. We believe that DETC accreditation has made a positive difference on behalf of millions of students.

But achieving this historic purpose is not enough for the end users of accreditation. There are insistent, strident demands from critics and legislators for greater accountability, more outcomes assessment evidence, more decision-making transparency, more due process for applicants and greater student protection measures.

Like other accrediting associations, DETC walks a fine line between remain-

*(continued on page 22)*

---

# Report from the Accrediting Commission

The DETC Accrediting Commission, the nationally recognized accrediting association for distance learning institutions, met on June 3-4, 2005 and took the following actions:

## Initial Accreditation

The following institution was accredited as of June 4, 2005:

Lansbridge University  
10 Knowledge Park Drive, Suite 120  
Fredericton, NB  
Canada E3C 2M7  
Phone: 506-443-0780; Fax: 506-459-2909;  
E-mail: office@lansbridge.com; Web Site:  
www.lansbridge.com

Founded 1999 (2005/2010). Offers online Executive Master of Business Administration (eMBA) and Master of Business Administration (MBA).

Michael Lo, President

## Two Institutions Re-Accredited

The following institutions were re-accredited:

- American College of Computer and Information Sciences, Birmingham, AL
- Global University, Springfield, MO

## New Divisions Added to Accredited Institutions

The Commission approved the following new divisions:

- The Center for Professional and Workforce Development was established as a new division of the American Public University System.

- Weston Distance Learning, Inc., d.b.a. At-Home Professions renamed its direct mail sales division "U.S. Career Institute."

## Resigned Accreditation

The American School in Lansing, IL, resigned accreditation effective April 28, 2005.

## New Degree Programs Approved

The Commission approved the following new degree programs:

American Public University System,  
American Military University  
*Bachelor of Science in Aerospace Studies*

Aspen University  
*Master of Science in Nursing*

University of St. Augustine for Health Sciences  
*Master of Nursing Education*

William Howard Taft University  
*Juris Doctor Executive Track*

University of Management and Technology  
*Associate and Bachelor of Science in Computer Science*

(continued)

---

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

**New Courses Approved**

The Commission approved the following new courses:

**Allied Business Schools**

*Modern Real Estate Practice in Texas Principles I*  
*Modern Real Estate Practice in Texas Principles II*  
*Texas Law of Agency*  
*Texas Contracts*  
*Medisoft Training*

**At-Home Professions**

*Accounting Services*  
*Office Administrator*

**Blackstone Career Institute**

*Real Estate Law*  
*Practical Bankruptcy Law*  
*Personal Injury/Torts*

**Institute of Logistical Management**

*Information Technology in Supply Chain and Logistics-Part One*  
*Inventory Management-Principles and Processes*

**Global University**

*THE 114 Introduction to Pentecostal Doctrine*  
*BIB115 Acts: The Holy Spirit at Work in Believers*  
*THE142 Assemblies of God History, Missions, and Governance*

**Professional Career Development Institute**

*Professional Health Records Specialist program*  
*Professional Marketing Specialist program*

**Sessions.edu**

*E-Commerce*

**Changes of Location**

The Commission approved a change of location for the following institutions:

Brighton College moved to: 85 S. Main Street, Suite G, Hudson, OH 44236

William Howard Taft University moved to: 3700 South Susan Street, Office 200, Santa Ana, CA 92704

**Name Change**

The Commission approved the following name changes:

College of Humanities and Sciences name changed to College of the Humanities and Sciences Harrison Middleton University.

California College for Health Sciences is now a division of Independence University.

Learning and Evaluation Center's name changed to Keystone Credit Completion.

American Academy of Nutrition changed its name to Huntington College of Health Sciences.

---

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

The following institutions have applied for DETC initial accreditation:

Abraham Lincoln University, Los Angeles, CA

Accelerated Training Institute, Napa, CA (also d.b.a. American Gunsmithing Institute)

AHS Institute (Association for Hebraic Studies), Suffern, NY

American College of I.T., Saint Joseph, MO

Anaheim University, Newport Beach, CA

Barrington University, Mobile, AL

Lambert University, Honolulu, HI

McKinley University, Salt Lake City, UT

Northern California Bible College, Pleasanton, CA

ParalegalTech Institute, Spring Valley, NY

Rockwell University, McLean, VA

Stellar International Institute, Glendale, AZ

The following institutions have applied for DETC's five year re-accreditation:

Air Force Institute for Advanced Distributed Learning, Maxwell AFB-Gunter Annex, AL

Art Instruction Schools, Minneapolis, MN

Cardean University, Chicago, IL

Catholic Distance University, Hamilton, VA

Columbia Southern University, Orange Beach, AL

Grantham University, Slidell, LA

HARDI Home Study Institute, Columbus, OH

Huntington College of Health Sciences, Knoxville, TN

Sessions.edu, New York, NY

Truck Marketing Institute, Carpinteria, CA

The Accrediting Commission invites comments from all parties on any of the institutions applying for accreditation or re-accreditation. Please send your comments by **December 1, 2005** to the Executive Director at the DETC offices.

## **Policies Adopted**

The DETC Accrediting Commission gave final approval to the C. 17. *Policy on Contracting with Non-U.S. Institutions*. A copy of the Policy may be found on DETC's web site.

## **Request for Comment**

The Accrediting Commission approved changes to *Accreditation Standard XII.A. Research and Self-Improvements*. A copy of the proposed changes may be found on DETC's web site. If you have comments, please notify the Executive Director (Mike@ detc.org) by no later

(continued)

---

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

than **December 1, 2005**. The Commission will review all comments received at its January 13-14, 2006 meeting.

**DETC Directory Updated**

The *DETC 2005-2006 Directory of Accredited Institutions* is now available. The DETC Web site at [www.detc.org](http://www.detc.org) has also been updated. A PDF file of the *DETC 2005-2006 Directory of Accredited Institutions* may be downloaded from

DETC's Web site. Please select "Free Publications" and click on the title.

**Next Meeting**

The next meeting of the DETC Accrediting Commission will be January 13-14, 2006. All matters to be considered by the Commission should be brought to the attention of the Executive Director by no later than **December 1, 2005**.

---

***(DETC News Interviews Judith Eaton, continued from page 24)***

**DETC:** *Going forward, what advice would you offer the next generation of accrediting leaders to ensure that government involvement is kept to a reasonable and constructive level? What do we need to anticipate down the road?*

**JE:** Understand what you value most. Find a way to preserve what you value most. Understand the challenge of a changing environment. Understand distribution of power and authority. Know your values. Decide what is not important.

**DETC:** *What is the most important lesson you have learned from working on this current HEA?*

**JE:** Leadership is the capacity to remain undismayed!

# # #

**Mark Your Calendars  
for these  
2006 DETC Meetings**

Accrediting Commission Meeting  
January 13-14

80<sup>th</sup> Annual Conference  
April 9-11  
Fairmont Olympic Hotel  
Seattle, WA

Accrediting Commission Meeting  
June 2-3

Accreditation Seminar  
October 16  
Center for Continuing Education  
University of Notre Dame

Distance Education Workshop  
October 17-18

---

## Newly Accredited Institution

### Lansbridge University New Brunswick, Canada

DETC Accreditation came as a great achievement to the Lansbridge University staff. For the dynamic Lansbridge team, a focus on delivering quality academics and fine-tuning the global relevance of its MBA and eMBA education has resulted in this prestigious recognition of excellence. Observes Dr. Kenneth Green, Dean of Academic Affairs; “We have strived to attract some of the finest business management instructors in North America for our faculty. We have relationships with tenured Ph.D.-level professors who have real-world corporate or consulting experience

from top institutions in the United States and Canada. This faculty depth combined with an incredibly talented administrative staff, white-glove student services, and user-friendly technology has given us all the elements we need to succeed.”

Lansbridge University is now the only online degree-granting institution in all of Canada with this DETC distinction. Quite an accomplishment for this five-year old university based in the provincial capital of Fredericton, New Brunswick in the eastern Maritimes.

The blended, online university has awarded close to 200 degrees and currently has more than 250 students enrolled in its MBA and eMBA programs world-

*(continued)*



The administrative staff of Lansbridge University stands in front of their offices in Knowledge Park, Fredericton, New Brunswick. Shown from left to right are: John Cameron, Course and Instructional Support Technician, Tracy Pugh, Recruiting and Admissions Officer, Aimee Davis, Instructional Designer, Lorna Campbell, Student Services, Amanda, McCluskey, Operations and Business Manager, Brian Davis, Manager of Courseware Development, and Dr. Kenneth Green, Dean of Academic Affairs.

---

## *(Lansbridge University, continued)*

wide. In some locations abroad, the classes are taught in traditional university settings; however, most classes are delivered directly to the computers of busy middle-management executives, aspiring government leaders and business entrepreneurs.

States Tracy Pugh, Recruiting and Admissions Officer, “We must be doing something right because we’re getting double-digit enrollment increases every session. Our word-of-mouth referrals are gratifying, possibly because more than 70 percent of our alumni have experienced increased job responsibilities since completing their Lansbridge programs with commensurate salary increases. In fact,

after completing their degrees, 72 percent of our alumni earn more than \$100,000 a year. This does not go unnoticed.”

The university’s slogan “Learning while Earning” seems to sum up the flexibility, time and money savings of its programs targeted to busy managers. Its Web site [www.lansbridge.com](http://www.lansbridge.com) speaks to the quality of its alumni and a recent survey of graduates indicates that having a Lansbridge University degree has been extremely beneficial to them in terms of career advancement and compensation.

The University is owned by a Canadian company, Kingston Education Group, which also has the publicly traded company Learnsoft Corporation under its umbrella.

---

## Hadley Inducted into the Blindness Hall of Fame

Dr. William Hadley, founder and President of the Hadley School for the Blind into Winnetka, IL, was recently inducted in the The Hall of Fame for Leaders and Legends of the Blindness Field. The Hall of Fame, founded in 2001, is housed at the American Printing House for the Blind (APH) in Louisville, Kentucky. The Hall is dedicated to preserving the tradition of excellence manifested by specific individuals through the history of outstanding services provided to people who are blind or visually impaired in North America. The Hall is guided by a Council of eight members. New inductees are selected through a nationwide nomination process.

Hadley, after losing his sight at age 55, founded the Hadley School for the Blind to provide the opportunity for others who are blind to learn braille and other subjects



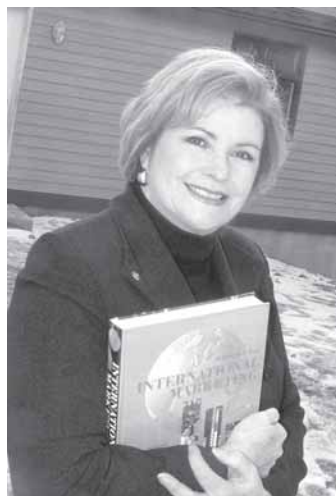
through correspondence. This tuition-free institution has grown to offer hundreds of distance courses to students around the world. The Hadley School for the Blind has been an extremely successful experiment that continues to enrich the lives of people with visual impairments, family members, and those who provide services to them. The Hadley School for the Blind was first accredited by DETC in 1958.

---

# Strategic Marketing of E-Learning

by **Mary Colburn-Green**

President, Marketing Solutions, Inc.



**Mary Colburn-Green**

Many would argue that marketing an educational product, whether campus-based or online, still involves the basic formula we all learned in Marketing 101—the good old four Ps (product, promotion, place and price). I beg to differ...especially in the case of the rapidly emerging eLearning approach to education. Our way of thinking, working and deciding has been radically impacted by the Internet...and hence the burgeoning new field of eLearning is now growing by 40% a year as compared to a faltering traditional education system. It's not just demographics causing this educational market phenomenon. It's the new global millennium and the ephemeral role of lifetime education as a competitive career tool. It's the huge demand in the second and third worlds and the relative cost of building a traditional infrastructure to meet it. It's the universal perception of limited time and unlimited opportunity. And finally, eLearning is the cost-effective, politically

and ecologically correct solution to providing a quality education to the middle masses—worldwide.

With this established, how does an institution distinguish its products, attract students, establish a loyal clientele, recruit and retain professors, and make a profit without spending 60 cents of every dollar on marketing like most consumer products and services? And how do you create brand awareness against behemoth competitors like the University of Phoenix, whose marketing budget is larger than your operational budget, or against the elusive Internet bandits whose only criteria is making the quick profit?

Having built a three-decade career in strategic marketing, I have served single-campus giants like The Ohio State University, tony liberal arts schools, pricey prep schools, small country day schools, particular parochial schools, national religious institutions, profit-oriented continuing edu-

*(continued)*

---

*(Strategic Marketing of E-Learning, continued)*

cation departments, corporate training organizations, as well as growing eLearning institutions. Through this experience, I can attest to the fact that eLearning marketing is the most challenging. This is because of three factors. It is a technologically driven delivery system is just gaining widespread acceptance. The geographic scope of most institution's customer base is potentially global. And finally, building brand awareness using the rapidly changing Internet as well as media and print channels is expensive, complex and daunting to many institutional marketers.

That said, you still have to market ... it's just as critical a management function as course development, and as important to your institution's ultimate success as having user-friendly software, the right mix of courses, and a top-notch faculty.

To approach such an in-depth topic in this limited venue, I have attempted to distill my strategic approach into a simplified formula based on what I consider the most critical components which will ensure successful marketing of eLearning. I call these components "The Critical 3'Cs," short for **Credibility, Communication and Collaboration**. But there's yet an-

other factor, and that's **Research**.

In strategic marketing, your marketing plan must be guided by your strategic business goals, and hence to be accurate, measurable and improvable, you must use research to understand your opportunities and obstacles. Research is simply information gathered in a systematic and scientific manner to offer insight to a particular question. Surely your organization has had focus groups conducted with key audi-

ences, perhaps an image audit, exit interviews with students, alumni surveys and competitive analyses to fine tune your product, pricing, and communications. If not, your marketing system may be akin to an awesome stealth bomber lacking a guidance system to deliver its payload to the intended tar-

get. If your research is lacking, the good news is that your institution is probably not the only one. Many eLearning organizations are so wrapped up in keeping up with day-to-day course delivery and administration that they've neglected to evaluate opportunities and obstacles by collecting and analyzing strategic intelligence in order to make their investment in marketing yield an optimal return.

So using strategic research you should first answer the questions: Who of all those millions of prospects are my primary

*(continued on page 16)*

**In strategic marketing, your marketing plan must be guided by your strategic business goals, and hence to be accurate, measurable and improvable, you must use research to understand your opportunities and obstacles.**

---

## An Interview with Judith Eaton, President of CHEA

*(Editor's Note: DETC invited the President of the Council for Higher Education Accreditation (CHEA), Dr. Judith Eaton, to share her views on where the balance point between accreditation and government stands today. Here are her candid answers.)*



**Judith Eaton**

**DETC:** *The current Higher Education Amendments (HEA) seem to have generated a lot of Congressional “tinkering” and interest in the inner workings of what we once proudly called “non governmental, voluntary accreditation.” Outside interest groups have actively lobbied for changes to accreditation, and some pointed criticism of the accrediting movement is on the record. Do you feel that Congress has gone **too far** in looking at the way accreditors operate? Has the historic line between the traditional role of accreditors—assessing and ensuring academic quality—and the legitimate interests of government in assuring that federal funds are being responsibly administered, been crossed in this HEA process?*

**JE:** While I think that the federal government can and should hold accreditation accountable for carrying out our long-standing “reliable authority” role with regard to academic quality, I am at the same

time concerned with how this is being done. When federal legislation or regulation moves from policy that describes expectations of accreditation to detailed stipulations of how the work of accreditation will be done, this is cause for concern. And, unfortunately, we have examples of this in current law as well as proposals in the current reauthorization of the Higher Education Act. For example, the federal government may, quite reasonably, have policy expectations about academic quality and student achievement or distance learning or transfer of credit. However, it should be up to accrediting organizations working with institutions and programs to make decisions about how to address these important issues rather than having law or regulation prescribe this.

**DETC:** *Why is Congress so deeply involved in higher education practice today? What has sparked the intense*

*(continued)*

---

*(DETC News Interviews Judith Eaton, CHEA President, continued)*

*interest in accreditation during this re-authorization?*

**JE:** I believe that three factors in particular are driving this intense interest: (1) the significant amounts of federal money that go to higher education, (2) an increased need for successful access to higher education and (3) higher education more and more defined as a “consumer goods” and thus requiring consumer protection. With regards to money, \$100 billion annually in federal grants, loans, research and other funds to higher education sparks enormous interest. It should! And, government wants quality for money—hence the attention to accreditation. Money is also a factor because, fairly or unfairly, we in higher education are sometimes viewed as not adequately concerned about efficiency of resources and the cost and price of our operations.

The need for successful student access has worked to intensify the federal government’s long-standing commitment to access policy. Federal officials believe that some higher education has become essential—fundamental, central—to economic and social well-being and improvement for all citizens. As higher education has become increasingly essential, access to quality is essential as well—hence attention to accreditation. Access to quality must be preserved and enhanced and the federal government plays a vital role here.

A third factor is a sense held by the public

that higher education is mainly a consumer good (in contrast to higher education as serving the public interest or a public good). Higher education as a consumer good has led the federal government to focus attention on consumer protection. Consumer protection means, among other things, that consumer information is readily available. In the case of accreditation and higher education, this means that the federal government is holding us increasingly accountable for providing more and more information to the public and potential students about quality as well as our standing behind the accuracy of that information. I could discuss other reasons for the intense interest in accreditation, such as internationalization and economic development, but I believe that money, the need for successful access and a perceived need for consumer protection are the primary drivers here.

*DETC: What seems to be the major areas of their concern? What do they perceived to be broken that merits “federal fixing?” Why have Congressional leaders seemingly “stepped into the kitchen” to get involved with how the “soup is being prepared?”*

**JE:** As I observe what is happening, I think that there is something of a tug of war between those in the accreditation and higher education communities who see accreditation as primarily serving higher education and, through this, also providing robust service to the public and students vs. those in the federal government who see accreditation as directly serving the public and students, and thus they do not

*(continued on page 22)*

---

## Susan Reilly Retires

Ms. Susan M. Reilly, Director Accreditation for the Distance Education and Training Council, retired from the DETC staff on September 2, 2005. She and her husband are adopting two children, and she will be a “stay-at-home Mom.”

Sue joined the Distance Education and Training Council in 1996 as Accrediting Coordinator. She was named Director of Accreditation in 2001. As Director of Accreditation, Sue guided institutions through the process of initial and re-accreditation. She worked to assure institutional compliance with the Commission’s published educational and ethical business standards. She coordinated the work of hundreds of volunteer evaluators who assist the Commission in verifying the stan-



(From the left) Sue’s husband, Jim Maslanka, Consuelo (2 years), Sue, and Julio (6 months).

dards. Sue received the *DETC Distinguished Service Award* in 2003.

She was presented a “Certificate for Outstanding Service” at her retirement dinner on August 11<sup>th</sup>.

We wish her and her husband, Jim, and their new family the best of luck in the future.

---

## New Director of Accreditation

Ms. Nan Bayster of Annapolis, Maryland, will begin her new position as Director of Accreditation for the Distance Education and Training Council on August 29th.

For the past seven years, Nan has been an Accreditation Associate for the Council for Accreditation of Counseling and Related Educational Programs in Alexandria, Virginia. In that position, she consulted with colleges and universities regarding accreditation standards and procedures, responded to inquiries from institutions and the public regarding accreditation process, arranged for and conducted training sessions for on-site

Nan Bayster



team members, as well as assessed with the development and revision of manuals and publications.

Nan received her Bachelor of Science degree in Family Studies from the University of Maryland, College Park, Maryland in 1997.

---

*(Strategic Marketing of E-Learning, continued from page 12)*

target students (using precise psychographical and demographic descriptors)? Where are the greatest opportunities for growth (unserved or underserved market needs) that fit in with my institution's character, mission and vision? What are my institution's strengths and weaknesses within the competitive context? How can my institution convince key segments (e.g., students, parents, alumni, employees—administrative and faculty, high school counselors, academic editors, enabling agencies, accreditation institutions, investors, and other stakeholders your organization's image must reach) that 1) it deserve consideration and 2) it's the best value of all eLearning institutions serving your particular market? Finally, if like most educational corporations, you have a limited budget and need constantly to prove the bottom-line value of marketing, you will need answers to these questions to get creative and figure out how you can reach these targets, with compelling, innovative messages, through unique and affordable channels that competitors may not have discovered. Rising above the 180,000 commercial and informational messages individuals are bombarded with each week is a challenge in and of itself, but if you've done your research homework, you should be able to ace this assignment.

... the fact that earning  
DETC's accreditation  
is a rigorous process  
makes it that more  
valuable to the quality  
minded institutions ...

Let's explore the 3C's and some examples from the newly accredited Lansbridge University (see page 9), the only DETC-accredited, degree-granting eLearning university in Canada. **Credibility** is an obvious no-brainer. If your institution's core values revolve around providing a quality education, and this quality permeates all that you do and say, then you must be accredited by the highest and best accreditation organization in your field. Lansbridge University's credibility skyrocketed once its DETC accreditation

was awarded, even though nothing had changed about its product or delivery system. In fact, we are forecasting double our previous enrollment this year based on using this factor in our marketing communications. Remember that af-

ter public speaking, the greatest fear most people have is being sold a worthless item. The Internet is rife with spam and scam, so every legitimate eLearning institution must do everything within its power to demonstrate its value.

This coveted third-party endorsement from DETC not only adds value to the MBA and eMBA degrees already awarded, but also prestige to the institution overall. Accreditation is so important, that we're building an entire image-building campaign around it. The campaign elements include a press conference and new releases, Web site announcement (and

*(continued)*

---

*(Strategic Marketing of E-Learning, continued)*

use of DETC seal), search-engine optimization, Internet pop-up ads, MBA directory ads, mailings, alumni referral activation ... and other tactics too innovative to release here.

We know that corporations are much more inclined to reimburse their managers' tuition for courses or degrees at accredited institutions. In fact, it's often the first question the boss or HR manager asks. So the fact that earning DETC's accreditation is a rigorous process makes it that more valuable to the quality minded institutions who gain this endorsement. There is so much spam and scam on the Internet these days with institution mills a dime a dozen, that legitimate net-based educational institutions have to be all the more vigilant about building their images and establishing its credibility. Moreover, any additional evidence of high standards, student satisfaction, or benefits related to the institution's degree, also is of paramount importance in distinguishing the brand. Hence you will see on Lansbridge's web site ([www.Lansbridge.edu](http://www.Lansbridge.edu)) the results of recent alumni research demonstrating the dollar and cents career value of a Lansbridge MBA or eMBA.

**Communication** takes place whether it's effective or not. Again without a baseline understanding of perceptions, it's

difficult to plan messages, select mediums or improve your promotional programs. We often talk about reach, frequency and penetration in traditional media campaigns involving TV, radio, newspapers, magazines and outdoor venues, but today we realize the importance of "buzz," getting people to talk up and promote our product. So we need to leverage our human strategic advantages (all those satisfied alumni, academic reporters we've cultivated) by creating clubs, chat groups and referral networks that can help us spread our message.

Ask yourself these questions when it comes to the critical Communication component,

"How well is my organization using its key audiences? What incentives or motivation do our stakeholders have to sell our story? How have we

made it easy for them to understand and remember our message? How often do you communicate in a desirable manner with these audiences—a way that rewards them for taking their time to read your message? How have we used their endorsement to create a halo effect for our courses or degrees?" Effective two-way communications can be compared to the sociological exchange theory in action, wherein both sides have to get something out of the relationship. So rather than making pretty images and printing nice words, think about the long-term relationships you need to be cultivating.

*(continued)*

**Effective two-way communications can be compared to the sociological exchange theory in action, wherein both sides have to get something out of the relationship.**

---

*(Strategic Marketing of E-Learning, continued from page 17)*

By making a paradigm shift in how you think about your prospects, targets and other stakeholders, you will see that you are really in the **collaboration** business, helping people reach their goals, and in the process strengthening stakeholder bonds that becomes increasingly valuable over time. To collaborate fully you need to achieve an ongoing dialogue with plenty of feedback; hence you should start by thinking of these key stakeholders as your extended family. Your employees, students, alumni, faculty, bankers and so forth all share in the success of your institution. So your strategy for binding their loyalty and making them proud to be “family” must have worth built into the relationship. Make them your ally, show them off, and by reflection your institution will shine. Strategic marketing finds ways to engage and involve the collaborative team in the institutional mission. Strategically, would you say that your collaborators really know who you are, where you’re headed, how they can help you get there, and what’s in it for them if you succeed.

I’m often asked how much an eLearning institution should spend on marketing as a percentage of gross income. Also, other nuts and bolts questions like, “Should we build a marketing department or hire an agency?” Actually, there are no cookie-cutter answers to these kinds of questions. They depend on the institutions, opportunities, obstacles and human assets of the organization, and also on how well it has managed its marketing system to date. The best advice I can give for building your organization’s marketing expertise,

whether you have a internal department or use an outside agency, is to periodically bring in a qualified expert to conduct a Strategic Marketing Audit—and use the recommendations to improve your system. A good assessment every three years or so can make a huge difference in your marketing program. It will identify your strengths and weaknesses, provide insight on competitive tactics and trends, provide guidance on what is most cost-effective, suggest new ideas to breathe vitality into your communications, and help you create proprietary strategies to succeed. As Hippocrates said, “Knowing is science, and merely thinking you know is ignorance.” As innovative educators in a growth field, we need to create strategic marketing programs for our institutions, which use both Science and Art, to enhance our Credibility, Communication and Collaboration. In this manner, we will build mutually beneficial relationships with stakeholders that advance our goals.

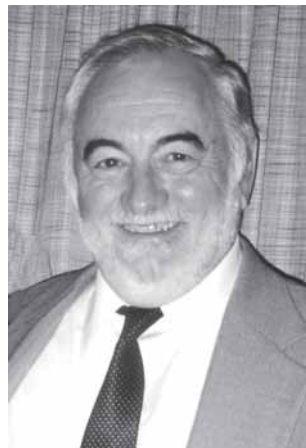
*Mary Colburn-Green, APR, is President of Marketing Solutions/Atlantica Inc., a strategic marketing firm with offices in the U.S. and Canada. In her career, she has held key marketing positions at international marketing communications firms in San Francisco and Washington, DC, has taught marketing at the university level, and has consulted with national associations. She is Accredited in Public Relations and for the past 25 years has owned her own marketing, public relations and research firms, specializing in educational marketing. For more information, please visit her web site at [www.marketingsolutions-us.com](http://www.marketingsolutions-us.com).*

---

# Open Letter to the Nation's Collegiate Registrars and Academic Deans

by

**Joseph C. Luman**  
**DETC Legal Counsel**



*(Editor's Note: In recent years, DETC, along with other national accrediting associations, has worked diligently "within the system" to effect a change of culture and policy in the nation's higher education community in regard to academic credit acceptance. As the letter below signals, times are changing.)*

## Introduction

For many years, colleges and universities for the most part were able to justify their refusal of transfer credits from non-regionally accredited institutions—including those in DETC—by claiming that their respective accrediting body would not permit them, or that they had no confidence in the accreditation of the national agencies.

Starting in 1998, the seas started to change and gradually it became apparent that to refuse transfer credit based **solely** on the source of accreditation of the sending institution was bad policy and unfair to students. Under the leadership of the Council for Higher Education Accreditation (CHEA), a national policy was promulgated called "A Statement to the Community: Transfer and the Public Interest."

The policy was endorsed by several higher educational associations, including

each of the six regional accrediting associations which accredit most of the nation's traditional colleges and universities.

This policy was followed up with CHEA's "Framework for Meeting Transfer of Credit Responsibilities" which provided specific guidance to universities on how to implement fair and balanced credit acceptance policies.

Many conference panel sessions, federal investigations, Department of Education hearings, articles and Congressional debates later, it seemed to those of us in the nationally accredited world that all of the well-intentioned policy statements had been either ignored or given "lip service" by the higher education community. The practice of refusing academic credit to a student attempting to transfer from a nationally accredited institution is still well-entrenched in higher education today.

Congress is in the process of enacting federal legislation to address the wrongs of  
*(continued)*

---

*(Open Letter to the Nation's Collegiate Registrars, continued)*

the past in terms of discrimination against national institutions. This federal intervention should come as no surprise to anyone who is familiar with the ongoing debate.

Are we talking about “independence of academe” and “academic freedom,” or are we really talking about “anti-competitive economic warfare?”

Why should taxpayers foot the bill for student loans and grants for graduates to take English and Math twice?

Has the higher education community squandered the opportunity to clean up its own house? Is a federal solution inevitable?

All of these pressing questions will be answered in the coming months as the Higher Education Amendments are crafted into a new law.

Below is an a letter sent by DETC Legal Counsel, Joseph C. Luman, to the Assistant Provost at a regionally accredited university in the mid-west. We think Mr. Luman has summarized the current situation on the topic admirably.

## **The Open Letter**

*Dear Assistant Provost:*

You recently wrote to \_\_\_\_\_ University's Dean of Academic Affairs stating your refusal to accept credits from one of their graduates who had applied to your university.

A DETC institution's student's request for transfer credit was refused solely because his alma mater is accredited by a

non-regional agency, the Distance Education and Training Council (DETC).

Credit transfer has become an increasingly important issue as the portion of higher education facilitated by the federal government continues to grow. Many Members of Congress are concerned that harsh policies, justified and defended in the name of “academic freedom,” lead to a wasteful repetition of courses. For its part, the higher education community has resisted what it sees as too much outside interference in transfer of credit decisions.

As the arguments go back and forth, one area of general agreement has been reached. Rejection of transfer credits based *solely* on the grounds of the granting institution's accreditation, the reason relied on in your letter, is unjustified.

Who holds this view? First, the leading non-governmental group that recognizes and supports accreditation, the Council for Higher Education Accreditation (CHEA). Both the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), which accredits your institution, and DETC, which accredits \_\_\_\_\_, are members of CHEA. In 2002, CHEA published a paper on credit transfer. Available at [chea.org](http://chea.org), the policy includes the following declaration:

***“Balance in the Use of Accreditation Status in Transfer Decisions.*** Institutions and accreditors need to assure that transfer decisions are not made solely on the source of accreditation of a sending program or institution.”

*(continued)*

---

Second, the association leader that accredits your university, Dr. Stephen Crow, made the following comment at the CHEA Annual Conference in Phoenix last January, and his remarks were published in an article in DETC's *Washington Memo* in March of this year:

“In endorsing CHEA’s 2002 position on transfer and drawing it to the attention of all affiliated institutions, the Commission has tried again to signal clearly that policies limiting transfer to regionally accredited institutions should be reviewed.”

Third, significant leaders and Members of the U.S. Congress. Recently, the House Committee on Education and the Workforce marked up H.R. 609, a Bill introduced by the Committee’s Chairman as the vehicle to amend the Higher Education Act (HEA), which governs programs for student loans and Pell grants. On July 22, the Committee issued a lengthy press release that included the following description of this Bill:

“The College Access & Opportunity Act would also ensure credits are not unfairly and arbitrarily denied based **solely** on the accreditor of a college or university where the credits being transferred were earned so long as the accreditor is recognized by the U.S. Secretary of Education.”

The action being deplored, of course, is precisely what your university is doing here. Every accrediting association listed by the U.S. Department of Education (ED) is recognized as an authority on the quality of education offered by the institutions it

accredits. The evaluation process employed by ED for each association is the same, and they are treated as equals by the Department.

Advocates of a fairer transfer policy recognize that acceptance of credit is an academic decision and the prerogative of the receiving institution. However, the process used to evaluate the work that a student has completed elsewhere should involve more than automatic rejection based on the source of the sending institution’s accreditation. Your letter provides a clear illustration of the problem that CHEA, NCA and the Congress have found in need of solution.

Rather than adding it to the mix, however, DETC has elected to suggest that you might wish determine whether a re-evaluation of the credits in question is possible. H.R. 609 is the first step in amending the HEA, but it is a big step. If the provisions in H.R. 609 concerning credit transfer are enacted, which seems quite likely to us, your university’s current practice would not be in compliance with the amended law. You may find it to your advantage to propose that the current credit evaluation process be reconsidered.

All we are asking for is that you give a fair consideration the DETC student’s credits, and not reject them out of hand because of an out of date and out of step policy.

Sincerely yours,

Joseph C. Luman  
Legal Counsel, DETC

---

***(Executive Director's Diary, continued from page 4)***

ing faithful to the historic purposes of accreditation and, at the same time, trying to meet the new expectations and demands being made of accreditation by its diverse users.

As just one piece of evidence that the public's expectations for measurable outcomes assessment are being met, DETC can point to its new student satisfaction survey results.

Each year, institutions accredited by the DETC must engage in a formal "outcomes assessment" process where, among other outcomes-measuring activities, they must survey a random selection of their students to elicit their level of satisfaction with their studies.

Since most DETC students are adult learners who have roles other than that of being a student, they are in a unique position to judge whether they are realizing their learning goals and if they are satisfied with their studies at their alma mater.

The minimum acceptable percentage for accreditation purposes is that two out of three respondents (or 67%) to a survey that contains 3 questions mandated by the Accrediting Commission must answer positively ("Yes") about their experiences. The following results present the average (mean) for all the DETC institutions reporting for 2004. In many cases, individual institution survey results indicated "100% student satisfaction."

The results for 2004 for the student satisfaction surveys are:

*Question 1. Did you achieve, or will you have achieved upon completing*

*your studies, the goals you had when you started the course or program?*

Degree-Awarding Institutions: 95% said "Yes."

Postsecondary Institutions: 93% said "Yes."

*Question 2. Would you recommend these studies to a friend?*

Degree-Awarding Institutions: 96% said "Yes."

Postsecondary Institutions: 96% said "Yes."

*Question 3. All things considered, were you satisfied with your studies?*

Degree-Awarding Institutions: 96% said "Yes."

Postsecondary Institutions: 97% said "Yes."

Henry Spille, Chair of the DETC Accrediting Commission said, "The results of the 2004 DETC outcomes surveys document that DETC institutions are delivering on their promises to their students. These survey results are solid evidence that DETC accredited institutions are giving value and are worthy of public confidence. We congratulate the DETC institutions on this fine record."

As accreditation continues to evolve to meet new expectations of government and other users of it, DETC will remain faithful to the historic purposes of accreditation, and will also rise to meet the new challenges posed by new expectations. Change in our world is relentless, constant, inevitable and sometimes difficult.

# # #

---

*(DETC News Interviews Judith Eaton, continued from page 14)*

understand what they take to be accreditation's reluctance around public accountability. This is an emerging core difference in expectations and perhaps a fundamental disconnect between higher education and government. It's not that accreditation is "broken." Rather, it's that some in the federal government believe that accreditation should be doing quite different things (as compared to doing things differently).

*DETC: Can you give an example where you think that accrediting associations could have headed off Congressional meddling/interest if they had acted sooner—and in concert?*

**JE:** I question whether our doing something well in accreditation is likely to mean that we will be protected from Congressional interest. Why, as in the current House bill (HR 609), do accreditors need to report the names, titles and affiliations of individuals who serve on accreditation evaluation teams to the federal government? What is to be gained? Accreditors do a fine job of keeping their own records here, and these records are open to inspection by the U.S. Department of Education at any time. This is an example of doing something well; yet a congressional committee **still** takes action. Would more action on accreditation's part have diminished congressional interest in, e.g., transfer of credit or student learning outcomes? Not if members of Congress were more interested in government regulation of

accreditation—as contrasted with accreditation as self-regulation of higher education. I recall one discussion during this reauthorization where a member of Congress wanted to put something in the law, and I responded by saying, "...accreditation is already doing this and it is working well." The member said: "What harm is there, then, to putting it in the law?" This exchange, I do believe, makes my point.

*DETC: Would you agree or disagree that when the federal government goes into action to "solve a problem" for higher education, their solutions are usually less than optimum as far as the academic community is concerned? Historically, would you agree that federal solutions for academic issues often fall into the category of "surgery with a blunt knife?"*

**JE:** I believe that the strength of higher education is rooted in our long history of responsible independence and autonomy with regard to academic decision-making. While I may understand the desire of some in the federal government, I am nonetheless deeply troubled by the potential of federal solutions to undermine the strength and vitality of higher education – if we are not very careful. I still believe that academic matters are best handled by the academy.

*DETC: In recent Congressional deliberations in the House of Representatives, there were a number of proposals concerning accreditation that—had they been adopted by the Committee on Edu-*

*(continued)*

---

***(DETC News Interviews Judith Eaton, continued)***

*ation and the Workforce—would surely have had a chilling effect on the volunteerism in accreditation. What is your view of some of these proposals?*

**JE:** I hope that we can eliminate any features of the House bill that might have a chilling effect on volunteerism. If I were to volunteer for an accreditation evaluation team and you told me that my name, title and affiliation would have to be reported to the federal government, I would be, frankly, hesitant. Similarly, I fully support procedural fairness in accreditation. However, I believe—based on CHEA’s scrutiny and “recognition” of sixty national, regional and specialized accrediting organizations in the last five years—that accreditation addresses this issue in a responsible manner. The challenges to accreditation have been few and far between on this score. Why do we need more government involvement here? If I were a member of an accreditation evaluation team or an accreditation decision-making commission, I would prefer that we abide by the procedural fairness provisions that the higher education and accreditation communities have developed over the years, rather than federal control.

**DETC:** *How can the accrediting community better tell its story to Congress in the years ahead? What can we do to achieve a good working relationship with Congress?*

**JE:** I question whether we can make any progress until the accrediting community and Congress sit down and discuss our mutual expectations of the accreditation enterprise and attempt to find common ground. Please recall what I have said earlier: we in the accrediting community define our responsibilities one way, and Congress defines the responsibilities in another way. I see little opportunity for rapprochement—absent considerable discussion. I hope that this will occur.

**DETC:** *You have been in higher education for 40 years. How has the delicate balance between the federal government and non-governmental accreditation changed, in your view? Has it been change for the betterment of higher education and students, or not?*

**JE:** I believe that the delicate balance has changed: Government now demands that virtually all social institutions (public and private—and including higher education and accreditation) are more open, transparent and publicly accountability to a greater extent than ever before. This has resulted in the government playing an even more dominant role in our society, accompanied by diminished public confidence in private organizations that play important social roles (such as accrediting bodies)—unless these organizations are increasingly “public.” Yes, we still have a vibrant private sector but, increasingly, it is controlled by government. This is the shift in the delicate balance.

*(continued on page 8)*

---

# WORKSHOP REGISTRATION FORM

DETC Fall Workshop and Accreditation Seminar - The Hotel Hershey, Hershey, PA

Name: \_\_\_\_\_ Institution: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Please Register Me For the October 16-18, 2005 Workshop:

Member (\$925 or \$875 for 2nd person) Name for badge: \_\_\_\_\_

Non-member (\$1,175 or \$1,075 for 2nd person) Name for badge: \_\_\_\_\_

Spouse (Meals only) \$250 Name for badge: \_\_\_\_\_

Accreditation Seminar \$150, Wed, Oct 19th Name for badge: \_\_\_\_\_

\$ \_\_\_\_\_ Total Enclosed (Please make check payable to "DETC" and U.S. Funds on U.S. Bank only)

No registrations will be processed without payment. Cancellations must be made before **October 7, 2005** for a refund. All refunds will be made after the Workshop.

Mail this Registration Form and your check directly to: Ms. Cindy Donahue, DETC Workshop, 1601 18th Street, NW, Washington, D.C. 20009-2529.

---

# HOTEL RESERVATION FORM

DETC Fall Workshop – October 16-19, 2005 – The Hotel Hershey, Hershey, PA

Name: \_\_\_\_\_ # of Adults \_\_\_\_\_

Institution: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Arrival Date/Time: \_\_\_\_\_ Departure Date/Time: \_\_\_\_\_

\*Accommodations: \$199  Single  Double The Hotel Hershey provides a smoke-free environment.

*PLUS A 6% PA State Tax and 3% Local Tax - Subject to change without notice.*

Non-Guaranteed Reservations are held until 4:00 p.m. To guarantee your room, send an advance deposit or charge to a credit card. Reservations must be received by **September 12, 2005** to receive the above rates. A 72-hour prior to arrival cancellation notice is required to obtain a refund of a deposit. Check in time is 4 p.m.

Card Number: \_\_\_\_\_ Type: \_\_\_\_\_ Exp. Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Fax: \_\_\_\_\_

Mail or fax this form directly to: The Hershey Resorts, Room Reservations, P.O. Box 446, West Chocolate Avenue and University Drive, Hershey, PA 17033 or fax 717-534-8668.

---



- *Since 1926* -

**The Premier Association  
of Accredited Distance Learning Institutions**

**DISTANCE EDUCATION AND TRAINING COUNCIL**

**1601 18th Street, NW • Washington, DC 20009  
202-234-5100 • FAX 202-332-1386  
www.detc.org • E-mail: [detc@detc.org](mailto:detc@detc.org)**