DETC NEWS

Outstanding Graduate Celebrates with his Family

DETC NEWS - FALL 2004

Contents

On the Cover: Mr. Victor Wittke (holding plaque) drove with his family from Salt Lake City, Utah to Washington, DC to receive his Outstanding Graduate plaque at DETC's Annual Conference. Mr. Wittke is a graduate of the Institute of Logistical Management in Burlington, New Jersey.

Still Time —

To Register for Notre Dame Workshop

**The Center for Continuing Education
University of Notre Dame**
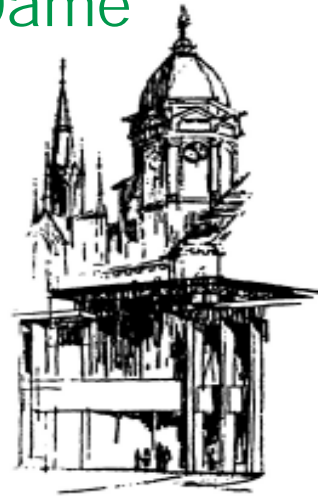
You still have time to register for DETC's always-popular Distance Education Workshop. This is the 21st time since 1968 that DETC has hosted a Workshop at the Center for Continuing Education at the University of Notre Dame, Notre Dame, Indiana. The Workshop is October 12 and 13, with an Accreditation Seminar on Monday, October 11th.

Dr. Bob Mayes, President of the Columbia Southern University, is the Chair of the Workshop. An interesting and exciting program is planned.

The DETC Research and Educational Standards Subcommittee will meet at 8:15 a.m. on Tuesday, October 12th. The Business Standards Subcommittee meeting will be at 9:00 a.m. The first General Session begins at 10:00 a.m. The Workshop concludes with a reception and dinner on Wednesday evening at the stunning Studebaker Mansion—Tippecanoe Place—in South Bend, IN. It's an evening you won't want to miss!

Register Today

To register for the DETC Distance Education Workshop, please fill out the Workshop Registration Form on page 33 and mail it with your check to Cindy Donahue at the Distance Education and Training Council.

The registration fee is $675 for DETC members and $625 for each additional person from the same DETC institution; $775 for non-members attending the Workshop for the first time, and $875 for other non-members. The registration fee covers all the meeting sessions and lunch and dinner on Tuesday and Wednesday. A breakfast is included with the cost of your room.

Program

The Workshop's theme is, "Strategic Challenges for the Online Learning Era." Program topics are:

(continued)

(Still Time to Register for Notre Dame Workshop, **continued***)*

- Distance Learning is a Blessing

- Internet for Student Services

- A Hands-On Outcomes Assessment Exercise

- An Image Audit for Your Institution

- Meet the Authors of the Course Development Handbook

- Evaluation for Military Credit

- Online Libraries

- Preparing for Accreditation Examination

- Tips for Curriculum Development

- Tips for Increasing Your Completion Rates

- Tips for Customizing Textbooks

- Tips on Motivating Your Faculty

- Tips for Using Online Systems

- Tips on Recruiting and Training Oline Faculty

- How to Develop Courses/Programs for: High School - Postsecondary - Degree

- Distance Administration of Distance Education: Pros and Cons

For the most up-to-date program, please visit DETC's web site at www.detc.org and select *About Us, Meetings and Reports,* and click on the link for the *Distance Education Workshop.*

The Morris Inn

To make your hotel reservations, fax the Hotel Registration Form found on page 33 directly to the Morris Inn. The fax number is 574-631-2017. Or you can mail the Hotel Registration Form directly to the Morris Inn at P.O. Box 1008, Notre Dame, IN 46556.

The Morris Inn is a small hotel and it will sell out quickly. To avoid disappointment, we suggest you make your reservations today. The room rates are just $107 single and $125 double. (NOTE: You will receive a hotel confirmation.) This room rate will be discontinued on **September 10, 2004.**

Accreditation Seminar

The Accrediting Commission of the DETC will conduct an Accreditation Seminar on Monday, October 11th at the Center for Continuing Education. The topics covered are a must for those wishing to serve on an accrediting examining committee and for institutions undergoing initial or reaccreditation.

A copy of the proposed program is located on the web (select "About Us," then "Meetings and Report" and select the link).

The Training Seminar starts at 8:30 a.m. and ends around 3:15 p.m. that afternoon. Registration fee for the Seminar is $150. The fee includes lunch and all seminar materials. Register for the Seminar by checking the appropriate space on the Workshop Registration Form. Don't delay, register today!

Executive Director's Diary

by
Michael P. Lambert

The Question of Accountability

Every five fives years, the Higher Education Act of 1965 (HEA) is supposed to be reviewed and reauthorized by the Congress. The current version of the HEA was due to be reauthorized in 2003. Hearings are underway, and a heated debate about the HEA is taking place. Some observers are still predicting the law will not be reauthorized until 2005. The 1998 law will remain in place based on what is called a "continuing resolution."

One issue of vital importance that has surfaced in the current reauthorization round in Congress has been the role and efficacy of voluntary accreditation. The questions being raised by the critics of accreditation are not new. They include: Is accreditation an "old boy/girl network?" Is accreditation transparent enough? Do accrediting bodies provide the public with enough useful information about institutions to the consumer? Are credit transfer policies in institutions fair? Should accreditation continue to be a gatekeeper for access to federal student aid?

But the big question about accreditation being raised in the HEA debate is "Are accredited institutions being held accountable to the public?"

These are all legitimate questions, and they have generated serious debate within the higher education community. By the time that the HEA is reauthorized, the role and functions of voluntary accreditation are sure to be transformed once again, as legislators attempt to influence how and what accrediting associations do through the power of holding the purse strings: federal student aid availability.

Within DETC, the accountability question has been a priority action item for several years. With the constructive input from the U.S. Department of Education

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

and the generous assistance of the Council for Higher Education Accreditation, DETC began nearly 3 years ago to overhaul and redesign its entire approach to assessing outcomes requiring evidence of institutional accountability.

Many years ago, I had the opportunity to work with an investigator for a Senate Subcommittee who was researching how good a job accrediting agencies were doing in protecting the public and the federal treasury. After his Senate report was finished, I asked him what he had concluded. Among other thoughts, he said to me, "I finally came to understand what the word 'accreditation' means—or at least, what I concluded it should mean. An accredited institution always delivers on its promises to the customer."

While some academics might dismiss his conclusion as too simplistic and too inelegant to describe a multi-layered, complex process, his comment reveals how the public at large views what accrediting bodies ought to be doing.

Within DETC, dozens of educators went to work in early 2002 to help craft an entirely new set of standards and procedures for demonstrating accountability on the part of DETC accredited members.

They undertook a challenging task: How can you develop a practical, fair, easy to understand outcomes assessment model for a community of institutions with a diversity of programs offered, from Kindergarten through First Professional Degrees? How can you fashion the formulas that will enable institutions to demonstrate that they are meeting the mission of their institution, with such a wide variety of institutions and such a diverse student population among DETC members? Unlike any other nationally recognized accrediting body, DETC accreditation is based upon a *method of learning*, not geographic location or subject matter.

The DETC educators devoted hundreds of hours to crafting and field testing a new outcomes assessment program for DETC, and the results of their efforts are now available.

DETC's new policy on student achievement and satisfaction establishes a priority sequence for outcomes measurements that ranks, in descending order, three different components of measuring student achievement:

- Outside independent assessments (e.g., a State Bar exam)

- Professed student satisfaction

- Program Completion rates

In its approach to outcomes assessment, DETC determined early on that it would use "professed student satisfaction" as the **primary** indicator of student success and satisfaction.

DETC believed that the overall assessments of courses/programs made by the students themselves should be given priority because third party testing (e.g., a state licensing exam) is not available for many fields of study. We do not, for example, know of any widely-used third-party exam for graduates with a degree in Comparative World Literature.

Institutitons were required to ask their students the following three questions:

Report from the Accrediting Commission

The DETC Accrediting Commission, the nationally recognized accreditation association for distance learning institutions, met on June 4-5, 2004 and took the following actions:

Commissioner Reappointed

Henry A. Spille

Mr. Henry A. Spille, retired Vice President of the American Council on Education and public member of DETC's Accrediting Commission was re-appointed to his third and final three-year term ending in 2007. He was also re-elected Chair of the Accrediting Commission. Mr. Spille has served as a public member since his appointment in 1997. He was reappointed in 1998 and 2001. Mr. Spille has brought to the Commission a wealth of experience in higher education. He is well-regarded as a pioneer in the development of standards for the evaluation of non-traditional adult and military educational experiences, making it possible for millions of students to achieve their educational and career goals. In addition, Mr. Spille is an award winning author and authority on distance education methods and distance education institutions.

Mr. Spille retired in 1997 as Vice President of the American Council on Education. He also served as the ACE's Director of the Center for Adult Learning and Educational Credentials.

Institution Gains Accreditation

The following institution was accredited as of June 5, 2004:

At-Home Professions
2001 Lowe Street
Fort Collins, CO 80525
(Phone: 970-225-6300 or 1-800-347-7899; Fax: 970-223-1678; E-mail: enroll@at-homeprofessions.com; Web site: www.ahpschools.com)

Founded 1981. Courses in bookkeeping, child day care, computer technology, event planning, legal transcription, massage therapy, medical claims and billing, medical coding, medical transcription, paralegal, veterinary assistant, and wedding consultant.

EARL J. WESTON, Owner and President
ANN ROHR, Chief Operating Officer
(E-mail: AnnR@at-homeprofessions.com)

Applicant Institution Denied Initial Accreditation

Southern California University for Professional Studies, 1840 East 17th Street, Santa Ana, CA 92705

Three Institutions Resign DETC Accreditation

The following institutions resigned accreditation:

(continued)

- American College of Prehospital Medicine, Navarre, FL (as of May 26, 2004)
- Center for Lactation Education, Chalfont, PA (as of April 1, 2004)
- Institute of Public Administration, Dublin, Ireland (as of March 31, 2004)

Approved Degree Programs

The Commission approved the following new degree programs:

- American Public University System, American Military University
  - *Bachelor of Arts in African American Studies*
  - *Bachelor of Arts in Asian Studies*
  - *Bachelor of Arts in Emergency and Disaster Management*
  - *Master of Arts in Emergency and Disaster Management*
  - *Bachelor of Arts in Environmental Studies*
  - *Bachelor of Arts in European Studies*
  - *Master of Arts in Global Engagement*
  - *Master of Arts in History*
  - *Bachelor of Arts in Middle East Studies*
  - *Bachelor of Science in Sports and Health Sciences*
  - *Master of Arts in Sports Management*

- Aspen University
  - *Master of Science in Information Systems*

- California College for Health Sciences
  - Revised *Associate of Science in Early Childhood Education*

- Catholic Distance University
  - *Bachelor of Arts in Theology*

- Cleveland Institute of Electronics
  - *Associate of Applied Science in Computer Information Technology and Systems Management*

- Columbia Southern University
  - *Bachelor of Science in Information Technology*

- Education Direct
  - *Business Management with an Option in Human Resource Management*

- Grantham University
  - *Bachelor of Arts in Criminal Justice*
  - *Master of Science in Information Management Technology*
  - *Master of Science in Information Management—Project Management*
  - *Master of Science in Information Technology*

- Griggs University
  - *Master of Christian Ministry*

- University of St. Augustine for Health Sciences
  - *Entry-Level Flex DPT program*

- Western Governors University
  - *Bachelor of Finance*
  - *Bachelor of Science in Management Accounting*
  - *Bachelor of Science in Business Management*
  - *Bachelor of Science in Professional Studies*
  - *Bachelor of Science in Marketing Management*

- *Bachelor of Arts in Mathematics degree*
- *Master of Arts in Teaching degree in Secondary Mathematics*
- *Bachelor of Arts in Science degree*
- *Master of Arts in Teaching degree in Secondary Science*
- *Master of Arts, Science Education degree*

New Courses Approved

The Commission approved the following new courses:

• Allied Business Schools
  - *MTAPPP*
  - *Medical Transcriptionist*
  - *Medical Coding*

• Australasian College of Health Sciences
  - *Diploma in Holistic Health Practice*

• Brighton College (formerly HTC Distance Education)
  - *Home Health Aide*
  - *Medical Billing Program*

• Institute of Logistical Management
  - *Export Management*
  - *Import Management*

• International Import-Export Institute
  - *Business Accounting Concepts*
  - *Ethics in Trade Compliance*

• Universidad FLET
  - *History of the Reformation*
  - *The Evangelistic Mandate of the Church*
  - *Modern Art and the Death of Culture*
  - *The Seven Laws of the Learner*

Change of Locations

The Commission approved the following changes of location:

• Art Instruction Schools moved to: 3400 Technology Drive, Minneapolis, MN 55418 (Phone: 612-362-500; Fax: 612-362-5260)

• California College for Health Sciences moved to: 5295 South Commerce Drive, Salt Lake City, UT 84107 (Phone: 800-221-7374 or 800-497-7157; Fax: 801-263-0345)

• Western Governors University moved to: 4001 South 700 East, Suite 700, Salt Lake City, UT 84107 (Phone: 801-274-3280 or 1-866-225-5948; Fax: 801-274-3305)

Name Change

HTC Distance Education changed its name to Brighton College. Brighton College's new address is: 3855 Fishcreek Road, Stow, OH 44224 (Phone: 330-673-4684 or 1-800-231-3803; Fax 330-673-4833).

Changes to Standards

The Accrediting Commission gave **final approval** to the following changes. These standards take effect immediately:

Accreditation Standard VI.A.

Insert "Institution" in VI. A., which now reads, "The institution, the institution's owners, governing board members, and

(continued)

administrators possess sound reputations and can show a record of integrity and ethical conduct in their professional activities, business operations and relations."

Accreditation Standard IX.

Under Standard IX. Financial Responsibility, B. Demonstrated Operation. After the first sentence of the standard insert, "This documentation shall show that the name being used by the school is free from any association with activity that could damage the standing of the accrediting process, such as illegal actions, unethical conduct or abuse of consumers."

Changes to Business Standards

The Commission gave **final approval** to the following, which replaces the current Section III A: *Tuition Policies in the DETC Business Standards:*

A. Pricing Disclosures

1. Institutions will use Total Course Price in preparing enrollment agreements, calculating refund amounts, and collecting student accounts. Total Course Price includes tuition, fees, educational services and instruction, any other services (such as proctored examinations or placement), any required books, kits and equipment, any optional or required resident training, and charges applied to all students such as application fees, registration fees and finance charges. Costs expended for normal shipping and handling are not subject to refund.

2. The costs expended for optional or special services, such as expedited shipment of materials, experiential portfolio assessment, transcript evaluation or other optional services, must be disclosed effectively to prospective students, and are not subject to refund.

3. Books, kits and equipment available from commercial sources may be supplied by the institution or students may be permitted to acquire them from other sources. When these items are not supplied by the institution, best estimates of their fair market price will be included in the enrollment agreement or otherwise made easily available so that the student will have a good understanding of his or her total financial obligation.

4. If the institution elects to sell textbooks to students separately, including used books, it must identify the texts required for the course, including title, author, publisher, ISBN number, condition, and price in the Enrollment Agreement or in an accompanying attachment. The textbook pricing policy of the school, which may include the purchase and sale of returned textbooks, must be fair to the student and in no way undermine the protections afforded by the DETC refund policy.

5. The Total Course Price for any program must be the same for all persons, with the exception of proper discounts for group enrollments or members of non-profit, religious, or government organizations. Institutions may vary the price and offer special payment plans avail-

Newly Accredited Institution

At-Home Professions
Fort Collins, CO

At-Home Professions (AHP) has provided career training via distance learning for the past 23 years. Founded in 1981 by Earl and Pamela Weston, AHP currently offers 12 professional career training programs. AHP is a 21st Century institution delivering current curriculum in a robust technical environment.

In 1981, Pamela was working as a legal transcriptionist, typing legal documents from a court reporter's notes when she realized no formalized training existed for this career. She developed a step-by-step program to teach people how to type legal transcripts from stenotype notes, and At-Home Professions' first career training course was created in California. The Medical Transcription program was added in 1990. Dr. Caroline Yeager, a radiologist who helped establish the medical teaching department at UCLA School of Medicine, developed the course.

The Westons moved the school to Fort Collins, Colorado in 1993 to better serve their nationwide students. The School's Director and Chief Operating Officer, Ann Rohr, has been with At-Home Professions for over 11 years and has nearly 20 years experience in administrative management. Janet Perry, Director of Education & Operations, joined AHP in 1993 and previously provided adult education to military personnel overseas. Together, they are committed to excellence in education.

Every career program offered by AHP is developed under the guidance of several experts employed in that particular career. Programs also must meet strict standards in order to gain approval by the Colorado Department of Education, Division of Private Occupational Schools. AHP courses combine traditional correspondence format with online capabilities.

AHP has grown over the past 23 years but has never lost sight of its values. Every student is an individual who has many education choices. At-Home Professions prides itself on providing excellent career education one student at a time. The school's motto is "We Teach People to Change Their Lives."

For more information, please visit At-Home Professions' web site www@ahp schools.com.

Ann Rohr, COO

Welch Receives Award for 30 Years of Service

From left, Sally Welch receives Distinguished Service award from Michael P. Lambert, Executive Director.

Ms. Sally Welch joined the Distance Education and Training Council in 1974 as the Assistant to the Accrediting Program Coordinator. She became Director of Publications in 1976, and in 1992 she was appointed Assistant Director. She has authored, coauthored, and edited several publications on distance education, including several on academic transcripts and transferring credits. She has served numerous on-site accrediting examinations.

Sally graduated summa cum laude from the University of Maryland, University College with a B.A. degree in Journalism in 1979, and she received a M.A. degree in 1989 from the University of Baltimore with 4.0 GPA. She earned all of her degrees by attending night school while working full-time for the Council.

She received the DETC's "Distinguished Service Award" in 1986. Her contributions to DETC are numerous, and her work in developing DETC publications is incredible. In honor of her more than 30 years of loyal service to DETC, Sally R. Welch was awarded the "Distinguished Service Award" on April 20, 2004 at the Awards Luncheon at the DETC 78th Annual Conference.

Drinko Receives DETC's Distinguished Service Award

Mr. John "Randy" Drinko has been the President of Cleveland Institute of Electronics in Cleveland, OH since 1988, and President of World College in Virginia Beach, VA since 1992. His outstanding institution, CIE, is celebrating its 70th Year of service to the nation's distance learning community in 2004. Randy has participated in DETC activities since 1991 when he began serving on DETC's Business

From left, John Randy Drinko receives DETC's Distinguished Service award from Michael P. Lambert.

E-Learning: Applications in Employee Training and Development

Tedi Thompson

By Tedi Thompson
Associate Vice President, Instructional Effectiveness
American Public University System

(Editor's Note: This article examines the use of technology in employee training and development. It provides an overview of several different technological options, their similarities and differences and the pros and cons involved with each application. Best practices as outlined by various distance learning agencies and associations are also discussed.)

Introduction

The American workforce and workplace are changing, and with that change comes an increasing demand for training and often retraining. Based on the results of a 1997 survey, the American Society of Training and Development was able to conclude that 75 percent of the American workforce will require retraining some time prior to 2007 ("One Touch, Tech Industry Leaders Join Forces to Provide First Complete Interactive Learning Solution," 1997). This changing environment is dictating not only the specific types of training that is required, but quite often the delivery method as well. As employees struggle to balance work and home life demands, and employers attempt to improve quality, cost effectiveness, and productivity, the popularity of e-learning is increasing. For example, an industry report compiled in 2000 indicated that 70 percent of the companies surveyed used CD-ROMs, 50 percent used the Internet, and 25 percent used computer-based games and simulations in their training programs (Noe, 2002). Also in 2000, the Apollo Group, the parent company of University of Phoenix Online, reported a 36 percent increase in enrollment from the previous year and noted that online programs were by far the fastest growing programs at the University of Phoenix (Baer, 2000). Statistics such as these demonstrate the popularity of e-learning; however, the jury is still out

(continued)

regarding its effectiveness and the best methods to employ in order to gain the desired outcomes.

What is E-Learning?

According to the United States Distance Learning Association, distance learning is the "acquisition of knowledge and skills through meditated information and instruction, encompassing all technologies and other forms of learning at a distance" (www. usdla.org, 2004). Years ago, distance learning would have been defined more in terms of correspondence courses and the geographic separation of instructor and student. The updated definition acknowledges the impact of technology on training and education. Therefore, e-learning can be thought of as distance education in which technology is used to bridge the face-to-face distance between participants.

E-learning can offer benefits to an employer as well as the employee. In many cases e-learning can translate into a significant cost savings to the employer. The U.S. Army National Guard saved nearly $1.6 million dollars on the expense of one training session through the use of distance education (Leonard, 1996). The use of technology also allows an employer to contract the best possible instructor without consideration to geographic barriers. E-learning permits organizations to offer training opportunities to a greater number of employees when geographic and time restrictions are removed and provides improved methods to monitor employee's progress. While old-fashioned lecture method training was often dreaded by employees, e-learning is embraced. This fact alone is of benefit to employers, as more employees will take advantage of training opportunities and more will retain that which they enjoy. Employers are able to capitalize on training methods that are suited to the audience. In her article, "Can Generation Xer's be Trained?" Shari Caudron points out that younger employees have a different mindset. They grew up on computer games and hi-tech equipment in their homes. Training must keep their attention if it is to be effective. Finally, turnover is often reduced when employees can take advantage of state of the art training programs as part of their benefit package.

Technological advances in training have also benefited employees. They have more control over when and how they receive training and are able to choose methodologies that are most suited to their learning style. Additionally, they have the

> **When designed and managed effectively, e-learning is beneficial to all stakeholders.**

option to access information when it is needed (Noe, 2002). In many cases, e-learning saves the employee additional expense and time, as well. Working parents no longer need to seek out and pay for supplemental childcare to attend an out of town training session. Employees no longer have to spend extra time and money commuting to a remote training site. When designed and managed effectively, e-learning is beneficial to all stakeholders.

E-learning Methods: Pros and Cons

There are many technology options to consider when determining the best methods to deliver training. Some are relatively simple, while others are more complex. And naturally, there are advantages and drawbacks to each and no single method will work well in all situations:

There are many technology options to consider when determining the best methods to deliver training.

Computer Based Training (CBT): Computer based training was one of the first "new" training methods. Using CBT, the learner interacts with the computer program, providing responses to the computer and receiving feedback. These programs have become increasingly more sophisticated as the technology advances and may incorporate simulations and/or interactive video or be able to tailor the learning level to the needs of the participant. Advantages of CBT include its relative low cost and the ability of the em-

ployee to work completely independently at his/her own pace.

CD-ROM and DVD: CD-ROM's and DVD programs may be used alone, in conjunction with CBT, or as an integral part of a blended training program. Interaction can occur with the computer or with an instructor or facilitator via e-mail, message boards, or face-to-face, as is the case with some blended methods. Such training allows employers to reach a large number of trainees without having to assemble them in one location and is fairly inexpensive in relation to other options. In cases of interactive video, the trainee can receive immediate feedback and skip through topics where he/she may already be competent. Interactive video can also be used in a group setting in a traditional classroom environment. In such cases, careful attention must be paid to the physical environment and equipment arrangements as one would in a non-electronically mediated training (Lee & Forde, 2002). Or as with CBT, the trainee can work independently and refer back to the material when needed on the job.

Online Learning: Online learning refers to training or education that is delivered using Internet technology. Internet training is fast becoming the most popular method of e-learning due to its versatility, array of applications and ability to incor-

porate other methods previously discussed. Internet training might be delivered over the Web or via a corporate Intranet, the latter being training that is accessed over the companies own network. There are six levels of Internet based training: communications, online referencing, testing assessment, distribution of computer-based training, delivery of multi-media and delivery of multi-media, linking to other resources, and sharing knowledge (Noe, 2002). At the lowest level, communication between the instructor and the trainee is facilitated via e-mail. The instructor may also establish a listserv, software that manages an electronic discussion group or computer conference distribution list for the purposes of information sharing (Schreiber, 1998). At the highest level, the Internet is used not only to present the class, but also to actively involve the trainees with the instructor and other participants and share information. Such interaction has been hailed by many as the key to successful online learning.

Some methods of e-learning are better suited to specific corporate needs than others. To determine the best method to meet those needs one would need to consider the following: the purpose of the training, the trainees involved, the number of trainees, the cost involved with development of the program, and the subject matter involved. However, online earning can offer the employer advantages over traditional classroom training.

These advantages include the following:

- Time and place independent—save cost and time involved with travel, allows for group or independent learning, and can allow for collaboration without geographic restrictions.

- Has multi-platform capability—use of the Internet is possible regardless if the learner is using a PC, a Mac or some other platform.

- Rapid development and update time compared with some other forms of training such as virtual reality, Web-based training can be developed fairly quickly.

- Allows for a variety of learning tools.

- Content is easily updated.

- The learner can maintain control over the pace of the course.

- Allows for interaction between the instructor and learner or between a group of learners (Wulf, 1996).

Naturally, there are some disadvantages as well. In some locations and for some learners bandwidth limitations may still translate to slow performance that in turn leads to learner frustration and interference with the learning process. While it is unusual in this time, some learners may lack the technological skills necessary to participate in a Web-based program. Trainers need to be sure to check

Earning a High School Diploma at a Distance

by Laura Walter
Information Specialist

Today, employers in nearly every field require applicants to have high school diplomas. Most students studying at distance learning high schools recognize the value of education and appreciate the chance to go back to school. Secondary education no longer needs to be confined within the walls of a resident high school—students can study at accredited, high-quality institutions from around the world. Distance learning schools can even supplement resident high schools or other programs by making materials and curriculum available online.

At a time when high schools are becoming increasingly less safe, more prone to social tensions, and sometimes even sports-obsessed, many students are choosing an alternative way to study. For some of these students, distance learning may be their final opportunity to earn a high school diploma. Whether the pupil is a single parent burdened with work and family responsibilities, a handicapped student unable to attend a resident school, or a motivated teenager taking advantage of the flexibility of home study, attending one of many accredited high school programs can create a successful future.

Every DETC-accredited high school has some amazing stories to tell. From the graduate who went on to a glamorous, high-paying job, to the South African student who overcame a lifetime of adversity to finally finish high school, distance learning high schools are making education more available now than ever. Earning a diploma from a distance can even set off an educational chain reaction as students hunger for more education. Often, newfound confidence allows students to achieve much more than they ever thought possible. The following DETC schools show how distance learning can improve the educational options for anyone willing to learn.

American School
Lansing, IL

American School is one of the DETC's oldest institutions. R.T. Miller, a Harvard Law School graduate, was an education pioneer who wanted to expand educational opportunities. He aspired to make vocational and technical training available to more Americans by offering correspondence courses. In 1896, with the help of his Harvard classmates and other educators, Miller compiled texts and study materials for a study-by-mail program.

The concept of studying at a distance was nearly revolutionary, but on January 1, 1897, the American School opened in Boston, MA. The correspondence program initially offered courses in electrical and mechanical engineering, machine shop practice, and mechanical drafting. American School moved to Chicago in 1902 to collaborate with another institute in a five-year experiment to develop and improve home study methods.

The experiment worked. By 1905, American School enrolled 6,000 students, with graduates scattered across 40 countries. Today, the institution offers more than 60 courses, including General and College Preparatory high school programs. Tens of thousands of students currently study at American School to gain quality education from an institution with a rich history. American School also cooperates with over 6,000 public, private, and parochial schools in assisting their students earn a high school diploma. American School is also proud of its long relationship with DETC. The institution is one of the few remaining founding members of DETC, of not only the Council in 1926 but also the Accrediting Commission. The late Dr. E. C. Estabrooke, an educational director for American School, was instrumental in helping establish the guidelines for the DETC Accrediting Commission in 1955.

American School has and continues to serve a great cross section of the world's population. The institution has educated in excess of three million men and women ranging in age from 14 to 90 years old. The institution has also educated a fair number of celebrities and entertainers, such as Jessica Alba, Andre Agassi, the Osmonds, the late singer Selena, and Sho Yano, the 12 year old genius who recently graduated from Loyola University and is currently pursuing a medical degree at the University of Chicago.

For centuries, the American School has exemplified the truly "American way" to learn. Please visit www.americanschoolofcorr.com to learn more.

Citizens' High School
Orange Park, FL

Citizens' High School (CHS) was founded in 1981 to give those who had not completed secondary studies the opportunity to earn a high school diploma. While the average age of Citizens' students is 21, the school instructs all ages, ranging from young teenagers to seniors. CHS serves pupils from all 50 states, including chil-

dren of American families living overseas, professional athletes and entertainers, and those unable to pursue education in a resident setting due to family or work commitments, illness, or handicap.

Each CHS subject uses the latest edition of standard high school textbooks which are supplemented with study guides. These study guides act as a teacher at home, offering students step-by-step incremental learning built around general instructions and self-check exercises. In addition, CHS expands upon its traditional academic high school subjects with an array of vocational subjects designed to enhance a student's marketable skills.

Mr. Larry Lark, Director, says he notices that the "typical" Citizens' High School student has changed over the last twenty years. When CHS first opened, a large percentage of the student body included those who were physically handicapped or otherwise unable to attend a resident program, as well as students home schooled for religious reasons. "But now, we're enrolling a more general, mainstream group," he says.

Mr. Lark noticed home schooling became more popular throughout the years, resulting in motivated home schooled students enrolling in CHS. Other reasons—such as school violence—also increased the appeal of distance learning. "Our enrollment would typically go up after an incident of school violence," he explains. "The week after the Columbine shootings, for example, we received a flood of enrollments. Some parents feel they are plac-

ing their children in danger by sending them to school."

Regardless of the reasons, distance learning is attracting more and more students. Mr. Lark thinks the appeal is the chance to earn an actual high school diploma instead of a G.E.D. In fact, many CHS graduates go on to study at colleges and universities. Citizens' High School strives to address the national problem of secondary education shortcomings by making it possible for students to finish high school in a sound, challenging home study program. Visit www.citizenschool.com for more information.

Education Direct
Scranton, PA

When Education Direct (formerly known as International Correspondence Schools, or ICS) began offering correspondence programs back in 1890, coal miners and other working men discovered a convenient and effective way to gain a quality education. Education Direct began offering a high school diploma program about fifty years ago while still under the imprint of ICS. Since then, tens of thousands of graduates engaged in a comprehensive high school education and earned diplomas by studying at home. Students receive textbooks through the mail, can test via phone, mail, and the Internet, and can contact their instructors

Two New DETC Publications

2004
Distance Education Survey

A Report
on Course Structure and Educational Services
in Distance Education and Training Council
Member Institutions

Distance Education and Training Council - 1601 18th Street, NW - Washington, DC 200009
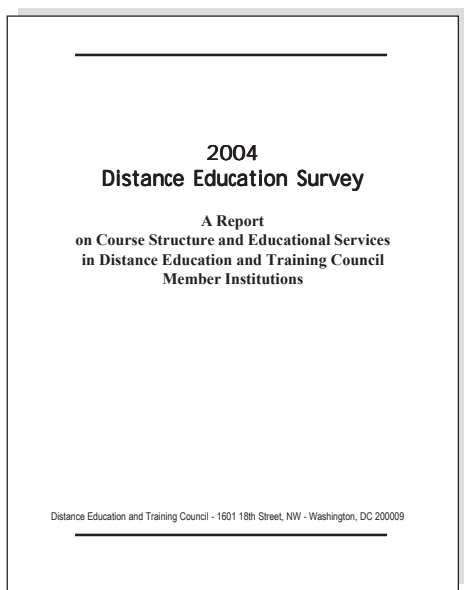
Distance Education Survey

The *2004 Distance Education Survey* has just been published. This 20-page report is the ninth survey DETC has conducted since 1978 on course structure and educational practices in DETC institutions.

One major change from the previous surveys is that the information is divided into high schools, postsecondary, degree, and international.

Our thanks to At-Home Professions, Ft. Collins, CO, for printing the booklets. The *2004 Distance Education Survey* is available in pdf format from DETC's Web site at www.detc.org. Select "Publications" and "Free Publications."

Course Development Handbook

The fourth edition of the *DETC Course Development Handbook* will be available in early September. The first edition was published in 1980 and was revised in 1988 and 1993. The fourth edition has many new chapters, and it covers a wide range of topics on curriculum development.

Our thanks to Thomson Education Direct, Scranton, PA, for printing the Handbooks.

The new Handbook sells for $50 and is available by sending a check made payable to "DETC" to: DETC Publications, 1601 18th Street, N.W., Washington, DC 20009.

FOURTH EDITION

DETC
Course Development Handbook

DISTANCE EDUCATION AND TRAINING COUNCIL
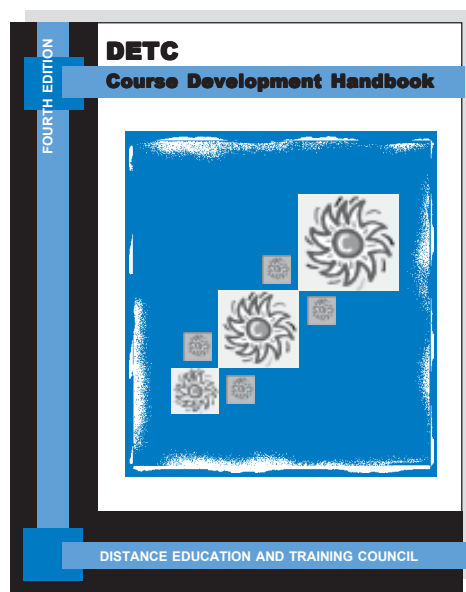
(E-Learning: Applications in Employee Training and Development, continued from page 14)

and double check any outside links provided in the course to ensure that they are still "live." And finally, as with any type of self-directed training or education, there is still a heavy reliance on the learner's initiative. In some cases delivery via the Internet may help create more interest than a simple correspondence course would, but there are still some learners who function better when a "teacher" tells them when and how something is to be done (Wulf, 1996).

In summary, Noe (2001) provides a comparison of training methods using new technologies in the chart below.

	CBT	CD, Laser Video	Internet WWW Intranet	e-learning	Virtual Reality
Learning Outcome					
Verbal Information	Yes	Yes	Yes	Yes	Yes
Intellectual Skills	Yes	Yes	Yes	Yes	Yes
Cognitive Strategies	Yes	Yes	Yes	Yes	Yes
Attitudes	No	Yes	No	Yes	No
Motor Skills	No	No	No	No	Yes
Learning Environment					
Clear Objective	Medium	High	High	High	High
Practice	Medium	High	Medium	High	High
Meaningfulness	Medium	High	High	High	High
Feedback	Medium	High	Medium	High	High
Interaction w/others	Low	High	Medium	High	Low
Transfer of Training	Medium	High	Medium	High	High
Cost					
Development	High	High	High	High	High
Administrative	Low	Low	Low	Low	Low
Effectiveness	Medium	High	?	?	High

Source: Noe, 2002, pg 272

(continued)

(E-Learning: Applications in Employee Training and Development, **continued)**

Best Practices in E-Learning

Some organizations which have become disenchanted with e-learning may have become so for a variety of reasons. Perhaps the return was limited due to a lack of knowledge regarding the best uses for the available technology, or perhaps they are victims of poor analysis or inadequate planning. There are no concrete answers that fit every scenario. In *Distance Training—How Innovative Organizations are Using Technology to Maximize Learning and Meet Business Objectives* (1998), Deborah Schreiber outlines best practices for distance training. The implementation of a distance training program may require a transformation of corporate culture and significant collaboration among diverse experts. This should be anticipated and dealt with through effective and thorough planning. To deal with the cultural impact, Schreiber recommends the use of a change agent. Additionally, a conscious effort should be made to enlist support from those with internal influence, be it influence that comes via his or her title or position or simply via his or her relationship with co-workers. She further emphasizes that any training initiative should be driven by the strategic goals of the organization. In calculations of return on investment, she reminds companies to examine the marginal costs. For example, if trainers are used to redesign courses for implementation in a video-conferencing environment, it may affect productivity in their normal duties. In some cases, it may make more fiscal sense to outsource some phases of course development. In addition, it is necessary to describe ROI in strategic terms as it relates to the overall vision of the organization. Schreiber encourages the establishment of a core interdisciplinary team that uses personnel from many different functional areas within the organization, such as senior management, information technology, communications, training, and instructional design, as well as subject matter experts.

It is important to keep in mind that those who engage in distance training are most likely to be supportive of distance training. It is important to keep the instructional content consistent with the learning models and the desired learning outcomes. E-learning should be learner centered and reality based. An integration of multiple technologies should be considered with an emphasis on maximum use of planned interaction. Finally, Schreiber states that there must be accommodation for technical disparity among learners, and she recommends that offline experiences be integrated with other e-learning technologies.

Since Schreiber published her book in the late 90's, the use of technology in distance leaning has become more wide spread and many others have had the opportunity to weigh in on its effectiveness. Leslye Mc Dade- Morrison, an education program analyst with the Department of Defense surveyed 261 military and civilian officials within her agency. She concluded that the best e-

(continued)

(E-Learning: Applications in Employee Training and Development, continued)

learning scenario mirrors the work environment as closely as possible and that while text heavy course with multiple-choice test are perhaps the most common due to their ease of delivery and lower cost, they are the least effective.

CAUSE, an association for managing and using information resources in higher education, has stressed that interactivity is a key component in successful use of technology in learning for many years. In the 1997, Number 17 in their Professional Paper series was dedicated to interactivity. The authors summarized the characteristics required of a successful interactive learning experience based on the model used at Florida State University. The key factors are:

- The course is "active"—learners participate in a variety of activities.

- The course is collaborative—it facilitates discussion and exchange of thoughts and ideas.

- The course is customized and accessible—it meets the needs of learners in terms of time, career goals, the required level of preparation and learning style.

- The course is designed with a focus on the learner.

- The course fits the lifestyle of the learner (Sherron & Boettcher, 1997).

The Institute for Higher Education emphasized the need for interactivity in its 1999 principles of good practice and adds the need for prompt feedback, an emphasis on time on task, and the communication of high expectations (Chiti and Karlen, 2001).

The role of the instructor is changing as the use of technology in education and training environments becomes more wide spread and there is a greater emphasis placed on learner centered course design instead of traditional faculty centered course design. With that role change the instructor has become more of a facilitator or mentor. To be effective, he or she must rethink his or her "teaching style" in order to transform from the lecturer to this new mold. Additionally, the instructor must be adequately prepared to function in an electronic environment and to lead the learner through the experience to ensure that frustration with the technology does not overshadow course content and become an impediment to effective learning.

Considerations and results using e-learning

Most employers report satisfaction with their electronic training programs, citing reduction in travel expense and time involved with training large numbers of employees. There are, however, shortcomings and pitfalls. Yegin Chen, a Director at the research firm Eduventures.com, reports that such training is sometimes seen as sterile and not responsive to the individual needs of the learner (Vass, 2001). It is generally felt that this is more the case with asynchronous or self-paced

(continued)

(E-Learning: Applications in Employee Training and Development, continued)

learning than with synchronous programs using live instructors in real time. However, synchronous programs eliminate some of the flexibility regarding time and scheduling and can be more expensive to develop.

The majority of hard data regarding the effectiveness of e-learning comes from the higher education community. For example, a group of researchers from the Center for Innovation in Engineering Education at Vanderbilt University examined student responses to asynchronous online courses in 1997. While it is important to note that many advances have been made just in the last few years, they found that:

- Students were more likely to procrastinate in a asynchronous environment;

- Students learned as much as in traditional courses;

- The majority of the students liked the courses;

- Peer to peer interaction is critical;

- Students were focused on the material for which they were responsible and not impressed with having a plethora of information available; and

- The use of mentors worked well (Chiti and Karlen, 2001).

While it is evident that there are many benefits of e-learning and it has proven successful in many organizations there are still issues to take into account when considering the use of technology for employee training and development. Such considerations include whether or not the budget is adequate to develop, support, and use the technology. Will the costs of development be offset by a reduction in travel time and expense? Are the trainees proficient in the use of the technologies to be used? Does the implementation of technology for training fit with the organizations strategic objectives? Will such a program provide the opportunity for more employees to take part in training? Will participants have sufficient or better opportunity for practice, feedback and assessment using e-learning methods? (Noe, 2002).

Conclusion and the Future of E-Learning

Employers and employees are reporting high levels of satisfaction with technology enhanced or delivered training and both appear to be reaping its benefits. E-learning is providing employers with efficient methods to train large numbers of people in a relatively short time. The result is a better trained workforce, increased revenue, and lower turnover due to higher employee satisfaction. Employees are reporting satisfaction with being able to participate in training on their own schedule and tailoring learning activities more to their specific needs. In some cases, computer aided courses are better able to simulate the work environment and therefore make the material more meaningful.

(E-Learning: Applications in Employee Training and Development, continued)

As with all innovation, additional research in e-learning will be required with each advance in technology. However, technology is changing the work environment almost on a daily basis and technologically mediated training may become the only way employers will be able to meet their training needs. While it may have originally thought to be just another fad, it now seems that e-learning is here to stay.

References

Baer, W. (2000). "Competition and Collaboration in Online Distance Learning." *Information, Community and Society.* Vol 3. Issue 4.

"Best Practices for Electronically Offered Programs." Higher Learning Commission of the North Central Association. Web site: www.ncahigherlearningcommission.org.

Caudron, S. (1997, March) "Can Generation X'ers be Trained?" *Training and Development Magazine.*

Chiti, J. & Karlen, J. (2001, May) "Best practices and accreditation issues in distance education." Report prepared for the Teaching Learning Technology Roundtable. Vanderbilt University. Downloaded from ERIC March 2004.

Distance Education and Training Council. Web site: www.detc.org.

Lee, C. & Forde, C. (2002, Nov.) "Perceptions of instructors and students toward interactive video distance education classroom design in higher education." *USDLA Journal.* Vol 16. Issue 11.

Leonard, B., (1996, April) "Distance Training and Work Overlap." *HR Magazine.*

Noe, R. (2002) *Employee Training and Development.* New York. McGraw-Hill.

"One Touch, Tech Industry Leaders Join Forces to Provide the First Complete Interactive Distance Learning Solution." *Business Wire.* 6 November 1997.

Schreiber, D & Berge, A, (1998) "Distance Training: How Innovative Organization are Using Technology to Maximize Learning and Meet Business Objectives." San Francisco: Jossey Bass Inc.

Sherron, G & Boettcher, J. (1997). "Distance Learning: Shift to Interactivity." *CAUSE Professional Paper Series.* Denver.

United States Distance Learning Association (USDLA). Web site. www.usdla.org.

Vaas, L. (2001, Dec.) "The E-Training of America." *PC Magazine.* Vol 20. Issue 22.

Wulf, K. (1996, May) "Training via the Internet: Where are We?" *Training and Development.*

able to all students, so long as the course price remains the same under any payment plan.

6. Any variation in Total Course Price must be bona fide. This applies to scholarships, limited time institution aid grants, discount offers, special prices or announcements of price increases, all of which must occur during a specified period and must state a specific date of execution or termination.

Comments Invited on New Policies

The Commission approved the following documents for public and affected party comments. The following documents are available on DETC's Web site (www.detc. org—click link on home page) and written public comments are invited to be sent to DETC by **December 1, 2004:**

1. Proposed Policy on Doctoral Degree Programs
2. Proposed Policy on Institutions Participating in Title IV Programs
3. Proposed Changes to the DETC Refund Policy

Comments Invited on Applicants

The Commission invites comments from any interested party concerning any of the institutions listed below seeking initial or reaccreditation. You may send your comments to the Executive Director no later than **December 1, 2004.**

Institutions Seeking Initial Accreditation:

Abraham Lincoln University, Los Angeles, CA

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

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

American Graduate School of Management, Nashville, TN

Anaheim University, Newport Beach, CA

Blackstone Career Institute, Emmaus, PA

California Coast University, Santa Ana, CA

Career Step, Springville, UT

Deakin University, Australia

Lambert University, Honolulu, HI

Lansbridge University, Fredericton, New Brunswick, Canada

McKinley University, Salt Lake City, UT

Monash University, Australia

Rescue College/Association of Gospel Rescue Missions, N. Kansas City, MO

University of South Queensland, Australia

University of New England, Australia

University of Philosophical Research, Los Angeles, CA

YorktownUniversity.com, Dolores, CO

Institutions Seek Re-Accreditation:

American College of Computer & Information Sciences, Birmingham, AL

American Institute of Applied Science, Youngsville, NC

over the phone or through e-mail. Students are able to complete the program in as little as nine months per year of high school missed.

In its 114 years of existence, Education Direct has enrolled more than 13 million students. The Scranton, PA business is still committed to giving students the best education they can earn on their own terms. Thomson High School is currently Education Direct's most popular program. An average of 8,000 students graduate from Thomson High School each year, and current enrollment numbers top 60,000 students. It's possible the 8,000 students make up one of the world's largest high school graduating classes!

A lot has changed in the last 50 years for Education Direct. Thomson High School students can now log onto the school's Web site and download study material, take exams, review grades, contact instructors, and interact with fellow classmates. Students can also access an online library of research material and study guides. Naturally, textbooks arrive through the mail, but most of the learning process can be completed online if the student wishes.

The staff at Thomson High School often receive mail from grateful graduates. One woman recently graduated from Thomson High School and went on to earn her Career Diploma in Interior Decorating and Design through Education Direct. She then obtained another diploma in Drafting to help her learn about blueprints and designs. This Thomson High School

graduate now earns hundreds of thousands of dollars a year in the Los Angeles area as an interior decorator to the stars. Successes like this make the staff at Education Direct proud to provide such fine educational services to distance learners. Please visit www.educationdirect.com for more information.

Futures International High School
Oceanside, CA

Dr. Karen Bishop was impressed with England's famed Oxford University and the way professors met individually with students instead of giving classroom lectures. She decided to create a similar system for high school students. In 1985, Dr. Bishop founded the first Futures High School in Southern California as an alternative to traditional high school. She adopted Oxford's personalized, one-on-one instruction method for Futures, and found the system encouraged a nurturing learning environment.

Since that time, Futures High School has grown to three campuses in Southern California: Oceanside, Mission Viejo, and San Diego. With the success of the Futures educational community, Futures International High School was founded to extend the benefits of the Futures' concept and curriculum to students throughout the world.

Most recently, Futures International High School adopted the upgraded version of HorizonLive as an alternative In-

(Earning a High School Diploma at a Distance, continued)

ternet conferencing solution. HorizonLive is a multi-user conferencing tool which allows students and teachers to meet in real-time, communicate with two-way Internet audio, and interactively share content such as whiteboards, PowerPoint presentations, and Web pages. The Futures staff also uses HorizonLive for staff development, department chair meetings, and parent-teacher conferences. Horizon Live has improved the ease of connectivity because it is firewall-friendly and can be used with lower bandwidth connections.

Technicalities aside, Futures International High School is proud to provide students with flexible, individual educational options. The flexibility allows students involved in other careers or personal activities to complete high school even while meeting other goals.

Future International's first graduate, for example, was a top competitive equestrian. He qualified for the AHSA National Medal Finals, the Marshall and Sterling Jumper Finals, and placed in the top ten finals at the North American Young Riders competition. He finished his junior year in the top five standings in both Junior Jumpers and Children's Jumpers for his zone. Futures International High School allowed him to succeed in the saddle as well as in an academic environment. Visit www.inter-nationalhigh@ futures.edu.

Home Study International
Silver Spring, MD

In 1909, educator Frederick Griggs established The Fireside Correspondence School with the dream of educating people world wide. Within two years, Griggs' correspondence school (later named Home Study Institute and more recently Home Study International) offered 11 secondary and 9 college courses. Since then, hundreds of thousands of students have studied with Home Study International (HSI) in programs ranging from kindergarten to college courses.

HSI is part of the Seventh-day Adventist school system, but students of a variety of backgrounds and religions study with HSI. Dr. Alayne Thorpe, Executive Vice President for Education, observes that HSI's high school program often attracts motivated students. "These students have come to value the worth of a diploma," she says. She adds that in a typical American high school, teachers often struggle to persuade students to study. HSI distance learners, however, usually appreciate the chance to gain an education.

Most recently, HSI's high school curriculum has been able to help troubled youths improve their lives. HSI partnered with Job Corps, an organization that provides a second chance for young adults who have slipped into dangerous territory. Drugs, pregnancy, or dropping out

(continued)

of school are just a few of the problems these people face. Job Corps gives the youths a place to live, an education, and the opportunity to learn a practical skill to prepare for the job force. And now, HSI's high school curriculum is available online for some Job Corps centers. Job Corps students can take classes or even earn an HSI high school diploma.

"A lot of these young people are now doing something they couldn't have done before," Dr. Thorpe explains. She describes the impact education had on a young girl who became pregnant at age 14. With the help of Job Corps, secretarial skill training, and a high school diploma, this once-troubled girl now works at a U.S. Post Office and supports her baby.

In addition to the Job Corps successes, Dr. Thorpe can recall many special HSI students who earned their high school diplomas from a distance. A South African man earned his diploma from HSI after nearly a lifetime of difficulty. As the oldest of seven children, he dropped out of school to support his family when his father died. Years later, he entered the ministry and needed to get his high school diploma. He studied with HSI and not only earned his diploma, but went on to receive associate's and bachelor's degrees. His years of dedication and hard work culminated when all his brothers and sisters were able to watch him accept his bachelor's degree at a graduation ceremony.

HSI also awarded high school diplomas to a child evangelist, the occasional actor or actress, and even a student with leukemia who earned his diploma before passing away. Stories like these make Home Study International the well-serving, compassionate institution it has been for the last century. In the future, the HSI staff hope to make use of more technology in order to better serve students and improve worldwide educational options. Please visit www.hsi.edu for more information.

James Madison High School
Norcross, GA

James Madison High School was founded in 1987 and is part of the Professional Career Development Institute in Norcross, GA. The school is proud to offer individuals the opportunity to return to school and earn a high school diploma. The average James Madison student is about 26 years old and eager to gain more education. Students choose from 60 self-paced correspondence courses and may study without disrupting their time spent with family or at work.

James Madison offers two high school diploma options. The Academic Diploma Program suits students who are prepared for more challenging courses, and who hope to someday continue their education at a postsecondary institution. The General Diploma Program is best for those who simply want to finish high school and earn an accredited high school diploma. Both diploma tracks include a James Madi-

son High School ring sent to the student upon completion of studies.

Students receive authoritative textbooks, study guides, supplemental workbooks, tapes, and exam sheets through the mail. They may submit exams at an individual pace with the "open book" method, an educational system that helps lock in key facts and important concepts. Students are able to write, call, fax, or e-mail James Madison High School with any questions or concerns. In fact, many James Madison students comment on the punctual, polite responses they receive from the staff.

Many students enroll in James Madison not only to improve job prospects, but to prove to family, friends, and themselves that they can earn their diplomas. One graduate wrote to James Madison and explained it had been forty years since he failed his high school exams. Circumstances prevented him from going back to school, but enrolling in James Madison finally allowed him to earn a high school diploma. Now, he is more confident and finally feels "equal" to his old classmates.

One student mentioned she was nervous to enroll in school again, but she couldn't be happier now that she is only one class away from graduating. Another student says he learned more from James Madison than during years in a traditional school. One young lady, who graduated from James Madison High School with honors, is currently enrolled in nursing school and plans to graduate with high grades yet again.

James Madison High School's mission statement explains the institution strives to provide an innovative and challenging program that elicits students' innate love of learning and promote personal growth and satisfaction. Most James Madison students certainly seem to agree, especially the woman who credits the school with her newfound love of reading, or the student who says returning to school made him feel young again.

A recent graduate, who completed the 11th and 12th grades in one year, speaks for countless other James Madison students when she says, "I found that with hard work and determination, you can reach your goal in life—and I didn't learn that until I enrolled in James Madison High School." Please visit www.pcdi.com.

KC Distance Learning
Bloomsburg, PA

KC Distance Learning (KCDL) was founded in 1974 and is a wholly-owned subsidiary of KinderCare Learning Centers, the largest private provider of early childhood care and education services. The KC Distance Learning programs have since delivered high school distance learning programs to over 200,000 students. KCDL's Keystone National High School is a private school offering high school programs delivered either online or via

(Earning a High School Diploma at a Distance, **continued)**

Learning and Evaluation Center

correspondence. KCDL also operates The Learning and Evaluation Center, which provides an independent study credit makeup program.

Students can choose from more than 300 courses covering a range of academic subjects that reflect the same curriculum taught in high schools around the country—math, science, social studies, and language arts; and electives in areas such as business, foreign languages, and digital technologies.

Keystone High School's correspondence program, introduced in 1995, provides students with traditional correspondence high school courses of study. Students receive a new textbook from a major publisher, as well as a printed Learning Guide that directs students through the coursework. Students also receive other supporting materials, such as CDs or additional manuals. Keystone's certified teachers grade assignments and provide personalized comments. Students can enroll in Keystone High School year round, and may enroll in a single course or a complete program.

KCDL also offers Keystone's eSchool, where students receive the same services and textbooks as correspondence students, but the Learning Guide, quizzes, and tests are delivered online. Yet another option are the new iSchool courses, have been enhanced to create a more engaged learning experience. Interactive multimedia activities, additional online practice quizzes, games, and animations reinforce the iSchool lessons and assignments.

One student turned to Keystone High School when she was homebound after suffering a long-term illness. She completed her studies with a 4.25 GPA, was inducted into the National Honor Roll, and was invited to participate in the Presidential Classroom Scholars Program. She now studies Political Science at a New England university.

A recent Keystone graduate explains distance learning allowed him to pursue his dreams to become a professional drummer, playwright, songwriter, and open his own recording studio—all by the age of 18. Yet another graduate chose Keystone's program so she could pursue her athletic goals in U.S.A. ski racing.

Keystone High School principally serves high school-age students and offers competitive high school diplomas. Students enjoy a high acceptance rate into colleges and universities. Visit www.keystonehighschool.com for additional information.

Richard Milburn High School
Woodbridge, VA

Richard Milburn High School (RMHS) was founded in 1975 to provide educational support and instructional services to the armed services. During the next twenty-five years, the institu-

(continued)

(Earning a High School Diploma at a Distance, continued)

tion expanded its nonpublic and nontraditional educational services across the nation and world.

RMHS currently operates both traditional high school programs for alternative students as well as distance education programs. RMHS began using paper-based high school courses in the late 1980's to supplement the classroom program, specifically for students unable to attend regular classes. RMHS continued to expand the paper-based distance education program throughout the 1990's, and in 1999 converted these courses to an Internet-based curriculum. RMHS soon adopted the name WISE (Worldwide Internet Secondary Education) for the its distance education component.

WISE is a robust, fully interactive, Web-based e-learning solution. Students have access to the program 24 hours a day, 7 days a week, and also receive dedicated technical assistance. Learning in the WISE virtual classroom takes place entirely over the Internet and serves students at any geographic location. RMHS currently offers 15 courses online, with plans to add six more within the next two years.

The WISE virtual classroom also supports seminar-like forums for discussion and group learning. Subject matter content may be provided through books and reading assignments posted on the Internet, and classroom assignments and examinations are all accessed online. Unlike many distance learning classes, WISE utilizes only certified teachers who interact daily with students. Each class also has a virtual guidance counselor who assists the teacher with truancy issues, class completion challenges, and technical support. This allows the teacher to dedicate 100% of his or her time toward instruction and course outcomes.

WISE receives an overwhelming amount of positive feedback from students and parents. Parents enjoy interacting with their children and staying informed throughout the course. Assignments, work documents and assessments are easily shared with parents. Students can interact with each other from around the country and world, which can be a rewarding and valuable learning experience. The staff at Richard Milburn High School anticipate the public's continuing interest in high school distance education programs. Visit www.rmhs.org for more information.

(Drinko Receives DETCs Distinguished Service Award, continued from page 10)

Standards Committee. He also served on DETC's Board of Trustees from 1991 until 2002. In addition, Randy has numerous business affiliations, including member of the Executive Committee and the Board of Trustees of Myers University, Trustee of the Mellon Foundation and Hostetler Foundation in Cleveland, Ohio. His membership includes the Presidents Club at Ohio State University, Direct Marketing Association, and the American Museum of Fly Fishing.

He earned a B.S. degree in 1979 from Ohio State University. He's married to Chris and he has three children. His hobby is fitness, and he's completed four Ironman Triathlons and more than 40 Marathons.

Chinese Officials Meet at DETC Offices

From the left, Zhang Lihui, Chinese Service Center for Scholarly Exchange (CSCSE), Dr. Judith Eaton, Council for Higher Education Accreditation, John Barth, U.S. Department of Education, Dorothy Mora, U.S. Department of State, Michael P. Lambert, DETC, Che Weimin, CSCSE, and Zheng Wangquan, Embassy of China in the United States.

Officials of the United States and China met at the DETC on June 1, 2004 to discuss distance learning and mutual interest issues.

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

1. Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started the course or program?

2. Would you recommend these studies to a friend?

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

The results of their surveys showed:

Degree granting: 1=95%; 2=95%; 3=95%
Postsecondary: 1=92%; 2=96%; 3=97%

For example, 97% of the students enrolled in non-degree postsecondary programs said that ". . . they were satisfied with their studies." And 96% of them said that they would "recommend these studies to a friend."

When you consider that these highly positive summary results reflect the experiences of thousands of students who were randomly selected from more than five dozen different institutions offering a wide variety of programs, from medical transcription to diamond appraisal to electronics engineering technology to yacht design, you can see that DETC accredited institutions are delivering on their promises to their "customers."

(*Report from the Accrediting Commission,* **continued from page 24)**

American Public University System, Charles Town, WV

Atlantic University, Virginia Beach, VA

Canadian School of Management, Toronto, Canada

Concord University School of Law, Los Angeles, CA

Education Direct, Scranton, PA

Hadley School for the Blind, Winnetka, IL

International Management Centres, Buckingham, England

John Tracy Clinic, Los Angeles, CA

Learning and Evaluation Centers/Keystone National High School, Bloomsburg, PA

Revans University, University of Action Learning, Boulder, CO

Next Meeting

The next meeting of the Accrediting Commission is January 7-8, 2005. All matters to be considered by the Commission should be brought to the attention of the Executive Director by **December 1, 2004.**

2004-2005 Directory

The *DETC 2004-2005 Directory of Accredited Institutions* is available on DETC's Web site. It may be downloaded by selecting "Free Publications" and clicking on the title.

WORKSHOP REGISTRATION FORM

DETC Distance Education Workshop and Accreditation Seminar - University of Notre Dame

Name:_____ Institution:_____

Address:_____City:_____State:_____ZIP:_____

Daytime Phone:_____ E-mail:_____

Please Register Me For the October 12-13, 2004 Workshop:

__Member $675 or $625 for 2nd person   Name for badge:_____

__Non-member First Time $775   Name for badge:_____

__Other Non-member $875   Name for badge:_____

__Accreditation Seminar $150, Monday, October 11th   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 1, 2004** 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 RESERVATON FORM

DETC Distance Education Workshop – October 11-13, 2004 – The Morris Inn, University of Notre Dame

Name:_____# of Adults_____

Institution:_____

Address:_____ City:_____ State:_____ ZIP:_____

Daytime Phone:_____E-mail:_____

Arrival Date/Time: _____ Department Date/Time:_____

*Accommodations (includes full breakfast): $107 ___ Single $125 ___ Double
PLUS A 11% ROOM TAX

Non-Guarateed 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 10, 2004** to receive the above rates. Fax: 574-631-2017.

Card Number:_____ Type:_____Exp. Date:_____
Signature:_____Fax:_____

Mail this Hotel Reservation Form directly to: University of Notre Dame's Center for Continuing Education, DETC Workshop, P.O. Box 1008, Notre Dame, IN 46556.
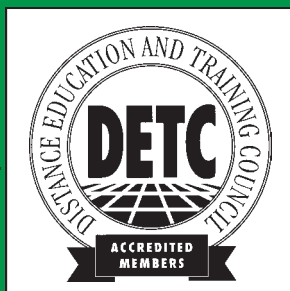
- Since 1926 -
**The Premier Association
of Accredited Distance Learning Institutions**