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Fall/Winter 2013



DETC NEWS



DETC NEWS - Fall/Winter 2013

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

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

The Accrediting Commission is also recognized by the Council for Higher Education Accreditation (CHEA).

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From the Executive Director

Reflections on the first 200 Days

Editor's Note: Adapted from remarks presented at the October 2013 DETC Fall Workshop.

Good morning. I am so pleased to personally welcome you to the DETC Accreditation Workshop and fabulous New Orleans. We are glad you are here.

I wanted to take just a bit of time this morning to talk with you about my experiences and impressions in my first six months as DETC's executive director. These past 200 days have unfolded like an incredible gift with unlimited possibilities. I've had the great privilege of visiting DETC institutions and meeting with dozens of school presidents, administrative staff, and even faculty members. The passion and professionalism that our institutions convey about working with their students is marvelous. I am proud of how our institutions are committed to providing students with the education and experiences that lead to advancement in their careers and toward a better life for their families. And perhaps the greatest honor of all has been to attend graduation ceremonies, to meet and talk to your students, and to watch that fulfilling moment of achieving an education goal—to see students joyfully embracing faculty and advisors in person for the first time, in cap and gown, diploma in hand, surrounded by their friends and families. It is a deeply moving experience.

When I spoke briefly at the 2013 Annual Conference, I talked of spending my first months on a listening tour. And while I know I did not reach all of you, I have met with a good majority of our members. In many ways, the program for this accreditation workshop is a response to some of the ideas and concerns you have shared with me along the way, such as developments in federal policy, continuous questioning of the reliability of accreditation, state authorization, or best practice in student learning outcomes assessment.

Our conference is taking place at a time of great uncertainty, with the federal shut down and looming debt ceiling crisis. These problems only exacerbate the current environment for higher education, which is more tumultuous and ambiguous than ever. I read everything I can about this environment, and recently I came across a very interesting perspective in the October 2013 edition of the Educause Review Magazine. Henry Lucas, a professor of information systems at the University of Maryland, posed an attention-grabbing question: What might the United States system of higher education



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(From the Executive Director, continued)

begin to have in common with Borders, Kodak, and Blockbuster video? His answer: All three of these organizations failed and are currently in bankruptcy. Borders is gone. Kodak is suffering a long-drawn-out death. And Blockbuster was recently acquired by Dish, which is gradually shrinking what was left of the company. Is the same fate in store for institutions of higher learning? Most people in higher education would argue the answer is no – just as the executives of these three companies argued that changes in technology and customer expectations would never affect their business models.

After six months at the helm of DETC I believe as I did back in April – that DETC’s accreditation process and its institutions are uniquely positioned to meet changing demands for enhanced technologies and higher education program delivery. At the same time, we must accept that certain changes are upon us—and some that are approaching quite rapidly—and we need to prepare to address how DETC accreditation, quality improvement, and distance learning need to intersect in innovative and responsive ways. I’d like to take a few moments to share with you some of my observations and perspectives of the past few months. For the purposes of this morning, I’ve narrowed them down to five critical areas that I believe are critically important both in defining who we are as an organization and what we must do going forward. These are, if you will, Leah’s five lessons from her first few months at DETC.

1. DETC needs to pay attention to the Obama Administration’s push for low cost alternatives to traditional higher education experiences. This past August, the president spoke repeatedly about college costs, about delivering better value for students and their families, making more effective use of technology, concerns with the unsustainable nature of the costs associated with the current higher education system, and a national ratings system to hold institutions accountable to outcomes. From what I’ve seen, many of our DETC institutions are already there, accountable to outcomes measures comparable to those that accreditation requires.

The vast majority of DETC institutions provide quality education programs at low cost and without participating in Title IV Federal Financial Aid programs. Many of our programs hold specialized accreditation for programs that prepare students for professions in law, education, nursing, veterinary medicine, allied health, and engineering and technology. But what I think is needed is stronger messaging about the success stories of our students and institutions and our adaptability to a changing landscape in higher education. I’ve read a lot lately about how MOOCs are the answer to meeting these current demands. Just last week, there was an article written about how a new accreditor might need to

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(From the Executive Director, continued)

emerge to review the quality of these MOOCs. We already have that model. I believe that the collective wisdom in this room knows more about what it takes for students to successfully persist in distance learning than anyone else in the business of accrediting distance education programs.

2. The regulatory environment at state and federal levels will continue to intensify. Hearings held over the summer at the committee level showed that accreditation is not regarded well by Congress. Republican members generally think accreditation costs too much, stifles innovation, and is too secretive. Democrats generally think that accreditation goes too easy on for-profit institutions and that it doesn't safeguard parents and students from programs that will saddle them with debt and worthless degrees. And despite objections from Congress, the Department of Education is marching forward in developing regulations around the idea of gainful employment—an outgrowth of the 2008 HEA reauthorization. There is more. We all know that state authorization is upon us in earnest. This accreditation workshop will devote a good part of tomorrow morning to that issue, and it will also be on the agenda at our next regional meeting scheduled for October 29.

And finally, there are proposed changes to the Department of Defense military service-member tuition assistance program, the most significant of which would require institutions to become Title IV certified in order to continue to participate in tuition assistance programs. Some of you in this room may not know this, but only 14 out of 102 DETC-accredited institutions participate in Title IV certification. These regulatory frameworks are burdensome, expensive, and frustrating, and they divert resources away from serving students. Yesterday, Connie Dempsy from PennFoster put it bluntly: “It is the reality of these times folks. We must find ways to deal effectively with this regulatory environment.”

3. We need to give more attention to managing and maintaining our diversity. This is a great challenge. Our schools are large and small, brand new and with long traditions of service. They offer qualifications ranging from certificates in the trades through professional doctoral degrees. We have third-generation family owners and equity investors seeking to make something better. We have articulation agreements with regionally accredited institution and deep connections with the business community. We provide remedial programs to students to support community colleges with declining resources, and we serve the needs of military service members and veterans. What we have in common

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(From the Executive Director, continued)

is a commitment to providing a unique and efficient education to students. We are innovators with results. I see our diversity as a strength and a significant contributor to meeting the workplace skill demands for the decades ahead.

DETC's accreditation process is a rigorous one. Before coming to DETC, most of you know I was at CHEA for three years, where I was the vice president for recognition services. From that vantage point, I had a close look into accreditation standards and processes at all levels. I can tell you that DETC's process is as rigorous as most, if not more so. When an institution is seeking accreditation or adding a new program of study, its curriculum is reviewed by an external expert at a regionally accredited institution before it can be considered by the Commission's academic review committee. Our visiting teams are incredibly diligent and thorough, and institutions must provide evidence that all accreditation standards have been met before the Accrediting Commission will confer accreditation. Also, DETC conducts an annual review of institutional outcomes and financial performance. All of these functions are carried out across an incredibly broad spectrum of distance learning institutions. A lot of hard work goes into this process. Many of DETC's standards represent a much higher threshold of scrutiny than those of regional accreditors and national accreditor counterparts.

Yesterday evening at our reception, I talked with a few of you about how good I felt about the rich dialog we had during the educational standards committee meeting, because we didn't just talk about the standards; we talked about uncertainties about compliance with recently implemented requirements, where some feel a bit overwhelmed, where clarity is needed, and where DETC's standards need further review. All of it was within the context of our diversity. I thought the spontaneous peer-to-peer sharing of insights was marvelous.

4. Some of the very best facets of our work are some of our best kept secrets. We represent an important sector of higher education, and we need to highlight our best practices, our student outcomes, and our success stories in the delivery of distance education. In my travels, I've seen some really incredible work taking place at your schools: best practices in serving military service members and veterans, 90 percent graduation rates, incredibly interactive online learning platforms, exceptionally attentive student advising, engaged and meaningful interactions with advisory boards that bring expertise from the broader higher education community into our institutions. Inspired by this level of work and achievement, DETC is engaged in the process of creating a new and power-

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(From the Executive Director, continued)

ful website to communicate better the high expectations of our accreditation process, to provide information about accredited institutions, and to lift up and highlight everything that we do well. The overarching theme for the website is DETC – accreditation for student- centered distance learning.

5. In the future, partnerships and active participation with the broader higher education community and service organizations will be incredibly important. I communicate regularly with other accrediting organization directors; I have been recently named to the Servicemember Opportunity College board; and I am speaking at conferences, workshops, state association meetings, DANTES, NASAPS, the Association of Specialized and Professional Accreditors, the Department of Defense, the Department of Veterans Affairs, and the Department of Education to make use of every opportunity there is to speak up on behalf of DETC accreditation and its institutions. There is more work to do to expand and build upon these partnerships in ways that continue to give a strong voice to the quality education that is provided to our students. And while MOOCs continue to capture everyone’s imagination, you and I both know that we offer so much more. I urge you to join me in participating in as much of these activities as you can.

So by now, you can probably sense that I have a lot to tell you about the last 200 days. By now, you’ve probably noticed that I’m incredibly passionate about DETC’s accreditation process as an effective means of assuring quality education and quality improvement in our institutions. I’ve reflected a great deal on the rapidly evolving dimensions of today’s higher education landscape. It is incumbent upon us to be on top of our game, to be fully aware of the environment within which we operate and, most importantly, to ensure even greater success for the students we serve.

Get E-mail Updates from the DETC!

Are you interested in receiving e-mail updates from DETC? You can visit the DETC website to sign up to receive messages from DETC regarding upcoming meetings and events, actions taken by the DETC Accrediting Commission, proposed revisions our for public comment, and other important DETC news!

Visit www.detc.org and enter your email address in the box on the home page to sign up! Once signed up, you can complete your profile and select the topics about which you’d like to be notified, the format of your emails, and more.

Report From the Accrediting Commission

The DETC Accrediting Commission met on June 13-14, 2013 and took the following actions:

One Institution Gains Accreditation

During its June meeting, the Accrediting Commission of the Distance Education and Training Council accredited one institution:

Rockbridge Seminary

3111 E. Battlefield Street
Springfield, MO 65804
(417) 459-4323 or (866) 931-4300
<http://www.swlaw.edu>
Dr. Daryl Eldridge, President
Founded 2005. Offers the Master of Divinity, Master of Ministry Leadership, and Diploma in Ministry Studies.

The Commission awarded **Rockbridge Seminary** an initial grant of accreditation for a 3-year period following a comprehensive evaluation of its three programs. The institution first applied for DETC accreditation in June 2012. The institution has been found to meet or exceed each of the Commission's standards for accreditation. The institution will next be considered for its first renewal of accreditation in June 2016.

Resigned Accreditation

The following institution resigned its accreditation effective June 30, 2013:

University of Atlanta

6685 Peachtree Industrial Boulevard
Atlanta, GA 30360

Thirteen Institutions Reaccredited

The following thirteen institutions were reaccredited:

American College of Healthcare Sciences

5940 SW Hood Avenue
Portland, OR 97239
(503) 244-0726

www.achs.edu

Dorene Petersen, President
Erika Yigzaw, Chief Institutional Officer
Founded 1978. Offers Associate and Master's Degrees in Complementary Alternative Medicine (AAS & MS); Diplomas in Holistic Health Practice, Herbal Studies Master Herbalist, Aromatherapy Master Aromatherapist, and Dynamic Phytotherapy; Certificates available in Natural Products Manufacturing, Herbal Retail Management, Wellness Consulting, Holistic Nutrition Consulting, Iridology Consulting, Homeopathy Consulting, and Dynamic Phytotherapy Consulting; Graduate certificates available in Anatomy & Physiology, Aromatherapy, Botanical Safety, Complementary Alternative Medicine, Herbal Medicine, and Nutrition. Training in complementary modalities and professional continuing education programs in holistic health also available.

The Commission awarded to the American College of Healthcare Sciences, which was initially accredited on June

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(Report from the Accrediting Commission, continued)

7, 2003 as the Australasian College of Herbal Studies. This is its third consecutive renewal grant of accreditation. This renewal of accreditation was awarded without conditions and is for a five period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation in June 2018.

American Graduate University

733 North Dodsworth Avenue
Covina, CA 91724
(626) 966-4576

www.agu.edu

Paul R. McDonald, President

Marine Sirney, Executive Vice President
Founded 1969. Offers Master of Acquisition Management, Master of Project Management, Master of Contract Management, Master of Supply Management, Master of Business Administration with concentrations in Acquisition and Contract Management, Program and Project Management, Supply Chain Management, and General Management; and certificate and professional development courses in project/program management, contract and acquisition management, pricing and financial management, supply management, and general management.

The Commission awarded to American Graduate University, which was initially accredited by DETC on June 6, 1998, its fourth consecutive renewal grant of accreditation. This renewal of accreditation was without conditions and is for a five period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation in June 2018.

California National University for Advanced Studies

8550 Balboa Boulevard, Suite 210
Northridge, CA 91325
(818) 830-2411

www.cnuas.edu

Carlton Bryant, President

Founded 1993. Offers Bachelor of Science degrees in Business Administration and Engineering; Bachelor of Computer Science, and Bachelor of Quality Assurance Science and Six Sigma Green Belt Certificate; and Six Sigma Black Belt Certificate and Six Sigma Green and Black Belt Combination Certificate Program. Master of Science degree in Engineering; Master of Engineering Management; Master of Business Administration; Master of Human Resources Management, and Human Resources Management Certificate Program.

The Commission awarded to CNU,
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(Report from the Accrediting Commission, continued)

which was initially accredited by DETC on January 17, 1998, its third consecutive renewal grant of accreditation. This renewal of accreditation was without conditions and is for a five year period from the date that its Application for Re-accreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation in January 2018.

Citizens High School

188 College Drive, P.O. Box 66089
Orange Park, FL 32065
(904) 276-1700

www.citizenshighschool.com

Larry S. Lark, President

Onna L. East, Vice President and Secretary/Treasurer

Founded 1981. Offers complete high school diploma course.

The Commission awarded to Citizens' High School, which was initially accredited by DETC on January 27, 1984, its sixth consecutive renewal grant of accreditation. This renewal of accreditation was without conditions and is for a five year period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled,

comprehensive evaluation of the institution and a review of its program offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation in June 2017.

Diamond Council of America

3212 West End Avenue, Suite 400

Nashville, TN 37203

(615) 385-5301

www.diamondcouncil.org

(202) 685-7610

Terry Chandler, President/CEO

Founded 1944. Offers courses in diamonds, colored gemstones, and advanced jewelry sales leading to certificates of Diamond Certified; Colored Gemstone Certified and Advanced Jewelry Sales. Offered to members of the Diamond Council of America and their employees.

The Commission awarded to Diamond Council of America, which was initially accredited by DETC on January 27, 1984, its sixth consecutive renewal grant of accreditation. This renewal of accreditation was without conditions and is for a five year period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on June 2018.

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(Report from the Accrediting Commission, continued)

Distance Education Company, LLC

A Division of Professional Career Development Institute, LLC

211 East 43rd Street, Suite 2402

New York, NY 10017

Chuck Delaney, Vice President and Director

- **New York Institute of Career Development**

(212) 697-2060

www.nyicd.com

Founded 2012. Offers courses in Professional Blogging, and Fiction and Memoir Writing.

The Commission awarded New York Institute of Career Development accreditation on June 15, 2012 as a division of Distance Education Company LLC. This renewal of accreditation was without conditions and is for a five year period from the date its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on January 2018.

- **New York Institute of Photography**

(212) 897-8260

www.nyip.com

Founded 1910. Offers courses in

professional photography and digital photography.

As a division of Distance Education Corporation, the school was bought by PCDI LLC in 2004. The Commission awarded accreditation to New York Institute of Photography on June 3, 2006. This renewal of accreditation was without conditions and is for a five year period from the date its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on January 2018. (Note: New York Institute of Photography was also accredited from July 12, 1956 until January 12, 1976 due to a closure, and again from January 16, 1982 until May 19, 1983, when it resigned.)

- **Sheffield School**

(212) 661-7270

www.sheffield.edu

FFounded 1985. Offers courses in interior design, feng shui interior design, wedding and event planning, and jewelry design.

As a division of Distance Education Corporation, the school was bought by PCDI LLC in 2004. The Commission awarded accreditation to Sheffield School of Interior Design on June 3,

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(Report from the Accrediting Commission, continued)

2006. The name was changed to Sheffield School in 2009. This renewal of accreditation was without conditions and is for a five year period from the date its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on January 2018.

Dunlap Stone University

19820 North 7th Street, Suite 100
Phoenix, AZ 85024
(602) 648-5750

www.dunlap-stone.edu

Donald Burton, Ph.D., President

Founded 1995. Offers Bachelor of Science in International Trade Management, with emphasis options of Management, Trade Compliance Management, Global Supply Chain Management, Bachelor of Science in Health Care Administration, and Associate of Arts in Business Administration. Also offers open enrollment exam preparation training for international trade certifications.

The Commission awarded to Dunlap-Stone University, which was initially accredited as International Import-Export Institute by DETC on June 7, 2003, its third consecutive renewal grant of accreditation. This renewal of accreditation

was without conditions and is for a five year period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on June 2018.

Henley-Putnam University

2804 Mission College Boulevard, Suite 240

Santa Clara, CA 95054

(408) 453-9900

www.henley-putnam.edu

James P. Killin, Chief Executive Officer
Founded 1991. Offers Doctorate in Strategic Security. Certificate Programs and Bachelor of Science and Master of Science degrees in Intelligence Management, Terrorism and Counterterrorism Studies, and Strategic Security and Protection Management.

The Commission awarded to Henley-Putnam University, which was initially accredited as California University of Protection and Intelligence Management by DETC on January 13, 2007, its second consecutive renewal grant of accreditation. This renewal of accreditation was without conditions and is for a five year period from the date its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a re-
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(Report from the Accrediting Commission, continued)

view of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on June 2016.

International Sports Sciences Association (ISSA)

1015 Mark Avenue
Carpinteria, CA 93013
(805) 745-8111

www.issaonline.edu

Sal Arria, President/CEO

Patrick Gamboa, COO

Founded 1988. Offers Certified Fitness Trainer, Specialist in Fitness Nutrition, Specialist in Exercise Therapy, Specialist in Senior Fitness, Specialist in Strength and Conditioning, Youth Fitness Trainer, Specialist in Sports Nutrition, AS Exercise Science with an Emphasis in Personal Training.

The Commission awarded to ISSA, which was initially accredited by DETC on January 17, 2009, its second consecutive renewal grant of accreditation. This renewal of accreditation was without conditions and is for a five period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be con-

sidered for its next renewal of accreditation on June 2018.

National Training, Inc.

188 College Drive, P.O. Box 66089
Orange Park, FL 32065
(904) 272-4000

www.truckschool.com

www.earthmoverschool.com

Larry S. Lark, President

Founded 1978. Combination home study-resident courses in truck driving training and heavy equipment construction machinery operation.

The Commission awarded to National Training, Inc., which was initially accredited by DETC on January 27, 1984, its sixth consecutive renewal grant of accreditation. National Training, Inc. also has a training site at SR 209, Green Cove Springs, FL 32043. This renewal of accreditation was without conditions and is for a five year period from the date its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of its program offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation in June 2017.

Sonoran Desert Institute

8767 E. Via de Ventura, Suite 126
Scottsdale, AZ 85258
(480) 314-2102

www.sdi.edu

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(Report from the Accrediting Commission, continued)

Larry Gudis, Chief Academic Officer

Paul Zagnoni, President

Founded 2000. Offers Associate of Science degree in Firearms Technology, and courses in home inspection, gunsmithing, medical coding and billing, and solar certification prep and solar panel installation.

The Commission awarded to Sonoran Desert Institute, which was initially accredited by DETC on January 10, 2004, its third consecutive renewal grant of accreditation. This renewal of accreditation was without conditions and is for a five year period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on June 2018.

The Taft University System

3700 South Susan Street, Office 200

Santa Ana, CA 92704

(714) 850-4800

www.taftu.edu

David L. Boyd, Chancellor

• **Taft Law School**

3700 South Susan Street, Office 200

Santa Ana, CA 92704

(714) 850-4800

www.taftu.edu

Robert K. Strouse, Dean

Founded 1976. Offers Bachelor of Science in Laws, Juris Doctor – Attorney and Executive Tracks, Master of Laws with a concentration in American Jurisprudence and taxation.

The Commission awarded to Taft Law School, which was initially accredited by DETC as a new division of the Taft University System, on January 12, 2008, its renewal grant of accreditation. This renewal of accreditation was without conditions and is for a five year period from when its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on June 2018.

• **William Howard Taft University**

600 South Cherry Street, Office 525

Denver, CO 80246

(303) 867-1155

www.taftu.edu

Jerome F. Alley, President

Founded 1976. Offers Bachelor of Science in Business Administration (BSBA – Degree Completion); Master of Business Administration (MBA); Master of Education (MED); Master of Science in Taxation (MST); Master of Science in Information Technology

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(Report from the Accrediting Commission, continued)

(MSIT); Doctor of Business Administration (DBA), and Doctor of Education (Ed.D.).

The Commission awarded to William Howard Taft University, which was initially accredited by DETC on June 7, 2003, its third consecutive renewal grant of accreditation. William Howard Taft University became a division of the Taft University System in 2008. This renewal of accreditation was without conditions and is for a five year period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on June 2018.

University of St. Augustine for Health Sciences

700 Windy Point Drive
San Marcos, CA 92069
(760) 591-3012

www.usa.edu

Wanda Nitsch, P.T., Ph.D., President & Chief Academic Officer

Cindy Mathena, Ph.D., Vice President/
Dean, Post-Professional Studies

Stanley V. Paris, P.T., Ph.D., FAPTA,
Chancellor

Founded 2008. Offers combination dis-

tance study and resident courses leading to either an entry-level doctor of physical therapy, an entry-level master of occupational therapy, an entry-level Master of Orthopaedic Assistant, a Transitional Doctor of Physical Therapy degree, a Transitional Doctor of Occupational Therapy, a Doctor of Health Science or a Doctor of Education degree. All degree programs require applicants to have a Bachelor's degree; the Doctor of Health Science and the Doctor of Education requires a Master's degree or clinical doctorate.

The Commission awarded the University of St. Augustine for Health Sciences its initial accreditation on June 5, 1993 at its Florida location. The Institute changed its name to University of St. Augustine for Health Sciences in 1997. The San Marcos, California site was approved on January 17, 2009. This renewal of accreditation was without conditions and is for a five year period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on January 2018.

• **University of St. Augustine for Health Sciences, FL**

Resident Training

One University Boulevard

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(Report from the Accrediting Commission, continued)

St. Augustine, FL 32086
(904) 826-0085
www.usa.edu

Founded 1979. Offers combination distance study and resident courses leading to either an entry-level doctor of physical therapy, an entry-level master of occupational therapy, an entry-level Master of Orthopaedic Assistant, a Transitional Doctor of Physical Therapy degree, a Transitional Doctor of Occupational Therapy, a Doctor of Health Science or a Doctor of Education degree. All degree programs require applicants to have a Bachelor's degree; the Doctor of Health Science and the Doctor of Education requires a Master's degree or clinical doctorate.

The Commission awarded the University of St. Augustine for Health Sciences at its Florida location its initial accreditation on June 5, 1993 as the Institute of Physical Therapy. The Institute changed its name to University of St. Augustine for Health Sciences in 1997. This renewal of accreditation was without conditions and is for a five year period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for

accreditation. The institution will be considered for its next renewal of accreditation on January 2018.

- **University of St. Augustine for Health Sciences, TX**

Resident Training
5401 LaCrosse Avenue
Austin, TX 78739
(512) 394-9766
www.usa.edu

Founded 2012. Offers combination distance study and resident courses leading to either an entry-level doctor of physical therapy, an entry-level master of occupational therapy, an entry-level Master of Orthopaedic Assistant, a Transitional Doctor of Physical Therapy degree, a Transitional Doctor of Occupational Therapy, a Doctor of Health Science or a Doctor of Education degree. All degree programs require applicants to have a Bachelor's degree; the Doctor of Health Science and the Doctor of Education requires a Master's degree or clinical doctorate.

The Commission awarded the University of St. Augustine for Health Sciences its initial accreditation on June 5, 1993 at its Florida location. The Institute changed its name to University of St. Augustine for Health Sciences in 1997. The Austin, Texas site was approved on January 11, 2013. This renewal of accreditation was without conditions and is for a five year period from the date that its Application for Reaccreditation was considered. Renewal of accreditation was granted
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(Report from the Accrediting Commission, continued)

following a regularly scheduled, comprehensive evaluation of the institution and a review of all programs being offered. The institution was found to meet or exceed each of the Commission's standards for accreditation. The institution will be considered for its next renewal of accreditation on January 2018.

Change of Name

- Milburn High School Online, Woodbridge, VA – changed its name to Middleton Academy.
- Sheffield School, New York, NY – changed its name to New York Institute of Art and Design.

The Commission also approved the deletion of the name Avondale and Williams Preparatory High School. The school continues as Penn Foster High School, a division of Penn Foster, Scranton, PA.

Change of Location

The changes of location for the following institutions were approved:

- John Hancock University moved to One Mid America Plaza, Suite 130, Oakbrook Terrace, IL 60181
- Sessions College for Professional Design moved to 350 South Mill Avenue, Suite B-104, Tempe, AZ 85281
- Weston Distance Learning's divi-

sion, U.S. Career Institute's Massage Hands-On Training Site moved to 2032 Lowe Street, Suite 101, Fort Collins, CO 80525

- Henley-Putnam University moved to 2804 Mission College Boulevard, Suite 240, Santa Clara, CA 95054 (approved on October 1, 2012)
- National Paralegal College moved to 717 E. Maryland Avenue, Suite 115, Phoenix, AZ 85014

Change of Management

The Financial and Change of Ownership/Management Review Subcommittee approved the change of management for the following institutions:

- Abraham Lincoln University, Los Angeles, CA – President changed from Roy Winter to Hyung Park
- Art Instruction Schools, Minneapolis, MN – President changed from Thomas Stuart to Patrick Stuart
- Northwest Institute of Literary Arts – CEO changed from Wayne Ude to Kimberly Cottrell

Change of Ownership

The Commission approved the change of ownership for the following institutions:

- Holmes Institute, Golden, CO – United Centers for Spiritual

(continued)

(Report from the Accrediting Commission, continued)

Living (dba the United Church of Religious Science) and the International Centers for Spiritual Living merged to form The Centers for Spiritual Living

- Sonoran Desert Institute, Scottsdale, AZ – July 2012 Kube Education Group LLC sold to Trade Training Company, LLC

Administrative Sites

The Commission approved the new administrative sites for:

- National Tax Training School, Mahwah, NJ – new site at 259 Grandview Avenue, Suffern, NY 10901
- AHS Institute/Genesis Institute – approved on October 1, 2012 as a new division for National Tax Training School

The Commission also noted the closure of the following administrative site as of December 17, 2012:

- New Charter University, 2919 John Hawkins Parkway, Birmingham, AL 35244

New Courses and Programs

Since May 8, 2013, the Academic Review Subcommittee of the Accrediting Commission has approved the following courses/programs:

Abraham Lincoln University

- Juris Doctor (revised)

Acacia University

- Master of Arts in Educational Administration

American College of Technology

- Master of Business Administration with Marketing and Social Media Concentration

Ashworth College

- Administrative Assistant

Columbia Southern University

- Bachelor of Science in Fire Administration (revised)
- Master of Public Administration with concentrations in Emergency Services Management and Criminal Justice

Concord Law School

- Executive Juris Doctor Innovation Protection Track

Grace Communion Seminary

- CM07 Experiencing the Trinity

Huntington College of Health Sciences

- Doctor of Health Science in Integrative Healthcare

Lakewood College

- Administrative Medical Assistant
- Criminal Justice Diploma
- GED Preparation
- Medical Billing Diploma
- Medical Coding Diploma

(continued)

(Report from the Accrediting Commission, continued)

Martinsburg College

- Surgical Instrument Processing

New Charter University

- Master of Public Administration

New York Institute of Photography (Distance Education Co. LLC)

- Complete Course in Video Making and Story Telling
- NYIP Intensive: Marketing for Photographers

University of Philosophical Research

- PHI 514 Determinism, Reductionism, and Final Cause
- PSY 515 Tarot & Transformation, the Quest to Know

Global University

- Doctor of Ministry (DMin)

Final Approval of Standards, Procedures, and/or Policies

To view the revised documents, please visit the Final Approval page of the DETC website at www.detc.org/actions/approval. Institutions must be in full compliance by July 1, 2013:

Standards

1. Business Standard III.A. – changes on discounting tuition.

Policies

2. C.3. Policy on Change of Ownership/

Management – Major revision AND adding requirement to submit a new Teach-Out Commitment (page 4)

3. C.4. Policy on Change of Location or New Administrative Site – adding “The Commission must also be notified when an administrative site is closed” to page 1 and “Closure of an Administrative Site, page 4; AND adding definition of “location” and “Administrative Site.”
4. C.9. Policy on Degree Programs, Standard VII. Admission Practices - deleting “A transfer transcript indicating a grade of “C” or higher in an English composition course from an appropriately accredited* college or university; “B” or higher for Master’s, First Professional Degree or Professional Doctoral Degree” AND changing English proficiency level for CEFR to B-2.
5. C.14. Policy on Student Achievement and Satisfaction – Major changes; schools no longer will have to report completion rates for degree courses; completion and graduation rates charts are revised; for completion rates, students still studying may be removed; graduation rates now exclude students who have not completed three academic credits and students still studying; degree graduation rates are done by cohort going back 150% of normal time; Commission reviews completion and graduation rates data and will establish minimum acceptable rates.

(continued)

(Report from the Accrediting Commission, continued)

6. C.29. Policy on Contract for Educational Delivery (editorial changes)

Procedures

7. E.2. Application for Accreditation – adding requirement for a physical office (#3. page 2).

Proposed Changes

The Commission gave preliminary approval to the following changes to DETC Standards, Policies and Procedures:

1. **Standard VI.C. Instructors/Faculty/Staff:** The institution has a sufficient number of qualified instructors¹/faculty² to give individualized instructional service to each student. The institution maintains files containing the resumes and official transcripts of its instructors/faculty. Faculty are carefully screened for appointment, and are properly and continuously trained with respect to institution policies, learner needs, instructional approaches and techniques, and the use of appropriate instructional technology. The institution has clear, consistent procedures to evaluate faculty performance. *[adopted October 2011]*

1. Instructors teaching technically or practice-oriented courses must have practical experience in the field and hold current licenses and/or certifications, as applicable.

2. qualifications for degree-granting institutions are described in C.9. Policy on Degree Programs.

2. E.14. Application for Change of Ownership/Management: adding *In addition, a key person (under the new ownership) must complete Preparing for DETC Accreditation online tutorial. To enroll, visit www.detc.org, select “Member Services” tab and “DETC Online Training Center.”* under Change of Ownership.
3. E.16. Glossary: adding definition of “Division” C.9. Policy on Degree Programs, Standard VII. Admission Practices; deleting English requirements AND changing English proficiency level for CEFR to B-2.
4. C.17. Policy on International Activities; requiring on-site visits

To view the documents, please visit the Call for Public Comment page of the DETC’s website at <http://www.detc.org/actions/comment>. Any comments on the proposed changes should be sent to Sally Welch at DETC (sally@detc.org). Final adoption of these policies will be considered at the Commission’s January 2014 meeting.

DETC Directory

The 2013-2014 DETC Directory of Accredited Institutions is available on DETC’s website (www.detc.org).

Next Meeting

The next meeting of the DETC Accrediting Commission will be January 16-17, 2014.

Department of Education Announces Development of New College Rating System

A college degree is the best investment students can make in their own future. Higher education is the key to the middle class, and a highly educated workforce is vital to our economic strength and success. But despite historic investments and reforms, attending a college or university has never been more expensive.

Too many students are burdened with debt as they seek to start a family, buy a home, launch a business, or save for retirement. To combat rising college costs, encourage colleges to improve their value, empower students and families with the information they need to make informed decisions about which college to attend, and ensure taxpayer dollars are being spent wisely, President Obama has put forward an ambitious new agenda that will make college affordable for American families. As part of this plan, the President has directed the U.S. Department of Education to develop and publish a new college ratings system by the 2015-16 school year. This new tool will empower students and parents to select colleges that provide the best value. In the future, the new ratings system will transform the way federal aid is awarded by tying aid to institutional performance so that students are able to access additional aid at higher-performing colleges.

Why Develop a New Rating System?

Every year, the Department of Education provides more than \$150 billion in student financial aid in the form of grants

and loans. Students can use federal student aid at any of over 7,000 accredited institutions of higher education—from public universities to liberal arts colleges to community colleges to technical schools and online institutions. Although choosing a college is one of the most important decisions that students and families face, clear and useful information about the cost and quality of different colleges is often hard to find. The Obama Administration has initiated efforts to support families so students “Know Before You Owe” by introducing new consumer tools, including the Financial Aid Shopping Sheet and the College Scorecard. The new college ratings system will take these efforts even further by providing accurate, accessible, and critical data that will allow American students and families to compare and choose colleges. With better information at hand, students can make more informed choices – and federal taxpayers’ investment can generate a higher average rate of return.

By enhancing consumer choice, the new ratings system will also incentivize colleges to provide better value by improving performance, lowering costs, and investing in student access and success. The ratings will be based upon such measures as:

- Access, such as percentage of students receiving Pell grants;
- Affordability, such as average tuition, scholarships, and loan debt; and

(continued)

(Department of Education Announces College Rating System, continued)

- Outcomes, such as graduation and transfer rates, graduate earnings, and advanced degrees of college graduates.

The ratings will compare colleges with similar missions and identify colleges that do the most to help students from disadvantaged backgrounds as well as those that are improving.

The college ratings will be published on the Department's College Scorecard and be made available on the Department's College Affordability and Transparency Center by the 2015-16 school year. Over the next several years, the Department will refine these measurements in collaboration with the higher education community, students and families, and the public—while colleges have an opportunity to improve their performance and ratings.

The Administration will seek legislation that relies on the ratings to transform the way federal dollars are awarded to colleges by 2018. Taxpayer dollars will be steered toward higher-performing colleges that provide the best value and that demonstrate a commitment to providing their students a high-quality education at a low cost. In effect, students attending high-performing colleges could receive larger Pell Grants and more affordable student loans.

How Will the Department Develop the Ratings System?

The Department is undertaking an extensive public outreach initiative to

gather feedback about how to best assess college performance and value. We are interested in ideas and suggestions from all stakeholders: students and families, college faculty and administrators, state education leaders, business and industry, researchers, associations, innovators, philanthropies, consumer interest groups, and other public advocates.

Students, families, consumers, and community groups are vital sources of input to help us develop the ratings system. We are arranging open forums, town hall meetings, and roundtables across the country to hear from them directly.

We will engage extensively with the higher education community, including campus leaders and education organizations, leaders in business and state government, policymakers and researchers, ratings experts, and leaders in other sectors.

We will create opportunities for the public to participate electronically by sharing their ideas.

We will release a Request for Information in the Federal Register this fall to ask technical and subject matter experts to weigh in on measures, data sources, and formulas for calculating the ratings. We will use the feedback we receive to develop proposed metrics that will be available for public comment.

How Can You Help?

Send your ideas about the college ratings system to collegefeedback@ed.gov and visit www.ed.gov/college-affordability for more information about open forums, town hall meetings, and roundtables.

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