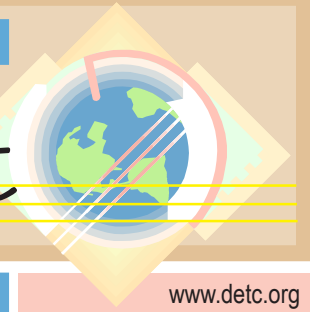




Global Report



DETC's Century of Service to Global Learning

DETC is proud to bring you the second issue of the DETC GLOBAL REPORT, an occasional electronic digest of news, stories, and events about the U.S.A. and international institutions accredited by the Distance Education and Training Council's Accrediting Commission in Washington, DC.

As most of us realize, online (or distance) learning is becoming increasingly popular around the world, as more people discover the convenience and wonder of studying literally hundreds of subjects and earning degrees and certificates in dozens of fields without having to leave their homes or places of work.

In the United States, distance learning has never been more robust or more popular, and the DETC has vaulted to the forefront of leadership in the U.S. in this fast-moving field. But for all of the excitement surrounding distance learning around the world, we should take a moment to remember that the "roots" of the distance education movement date back to the mid-19th century, when correspondence instruction was first being introduced in the United Kingdom. And DETC accredited institutions have been teaching at a distance since 1890. So, while online learning technology and the Internet may be relatively new on the scene, the core components and the underlying philosophy of distance learning have a rich and fascinating heritage.

In this issue of the DETC GLOBAL REPORT, we present the truly interesting stories of four DETC institutions. One of the institutions featured in this issue date back to 1920, and each of the educational institutions featured have been operating globally for decades, long before there was an Internet or television!

DETC institutions continue the tradition of being global in their reach today, educating learners from all nations for years. We hope that you will look to DETC for information and assistance when you consider distance education. Enjoy the wonderful stories about DETC members on the following pages, and we look forward to hearing from you!

DETC Quick Facts

- Today, DETC is comprised of 90 distance education institutions located in 21 states and 7 countries.
- DETC institutions vary in size, with some distance learning institutions enrolling more than 200,000 students, while others may have fewer than 200 students. DETC accredits some of the largest institutions in the world, including the U.S. military, such as those operated by the Air Force, Army and Marine Corps.
- Since World War II, millions of veterans have studied with DETC institutions, earning degrees and job-enhancing skills as they prepared to re-enter the workforce. In the Vietnam era alone, more than 1.2 million American veterans elected to study with DETC institutions.
- DETC member schools include universities owned by national governments, schools dedicated to offering tuition-free programs for the blind and for parents of deaf children, church-owned schools of theology, and schools teaching Spanish and even a university in Japan that offers degrees in translation.
- More than 2 million students are enrolled in DETC institutions, and over 500 fields of study are offered, ranging from accounting to yacht design.

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DETC Frequently Asked Questions

Q: Is DETC recognized the same as other U.S. accrediting associations?

A: Yes. DETC is recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). The USDE and CHEA are the two independent agencies that recognize legitimate accrediting agencies in the United States. CHEA and USDE use the same criteria to evaluate all U.S. accreditors. Neither USDE nor CHEA make any distinction between the accreditors as one being “better.”

Q: Is DETC accreditation accepted in the United States and abroad?

A: Yes. DETC accreditation is considered a valuable seal of approval world-wide. A student who graduates from a DETC-accredited institution enjoys the benefits of having studied with a highly regarded U.S. educational institution. More than 135 million Americans have studied with DETC institutions since 1890.

Q: Do academic credits from DETC universities transfer?

A: Credits earned from a DETC-accredited degree program are transferable. Credit or degree transfer decisions, however, are subject to the receiving organization’s decision. The registrar or dean at a college or university always has the final word, but DETC accreditation and recent evaluation procedures make a favorable decision likely.

Q: Which U.S. accrediting association has the most experience and longest history in accrediting distance learning?

A: DETC, by far. DETC was founded in 1926 and its Accrediting Commission was formed in 1955. DETC is the only recognized accrediting agency in the United States that specializes in evaluating and accrediting distance learning institutions. DETC’s standards are designed especially for distance learning institutions and require that courses and programs must be equal to or better than comparable courses or degree programs offered by a residential college or university. Other agencies have used DETC standards as a model for their own standards.

Q: What sets DETC accredited institutions apart from other online or distance learning institutions?

A: Unlike other accrediting agencies that review some distance learning programs in addition to residential programs, DETC specializes in distance learning institutions and has tailored its policies to the needs of a distant learner. DETC’s standards encourage institutions to focus on student achievement and outcomes, superior student services, affordable fees, and more flexible scheduling options. As the 21st century gets underway, distance education is growing at a record rate in terms of new providers, burgeoning student enrollments, global audiences, and near limitless potential for bringing the finest learning and faculty right to every student’s home or office. No longer place-bound or schedule-bound, learners are going “back to school” again by the millions, and DETC institutions are on the leading edge of this education evolution.

(DETC Quick Facts, continued from page 1)

- Over 135 million Americans have enrolled in DETC institutions since 1890.
- The foundation of all modern distance education theory and practice was correspondence instruction, which started in the 1840’s in the United Kingdom.
- Three of DETC’s distance learning high schools have been operating for more than a century: the American School, Home Study International, and Thomson High School.
- DETC institutions have been on the cutting edge in their visionary approach by offering at-home instruction in law degrees in 1908, radio electronics in 1914, television electronics in 1935, robotics in 1975 and microcomputer repair in 1976.
- Famous alumni of DETC institutions include industrialist Walter Chrysler, Senators Barry Goldwater and Stuart Symington, President Franklin D. Roosevelt, cartoonist Charles Schultz, and South African President Nelson Mandela. Dozens of entertainers, ice skating stars and tennis professionals earned their high school diplomas from DETC institutions.

JOHN TRACY CLINIC

The Legacy of Louise Treadwell Tracy

By Jack Cooper
Associate Director of Communications
John Tracy Clinic

“The basic problem that concerns anyone with a hearing loss is, of course, communication, and communication with our fellow men is possibly the most important factor in living. The degree to which we can understand others and the extent to which we are able to express ourselves clearly, interestingly, persuasively, determines almost overwhelmingly our successes and our failures. Naturally, the earlier parents discover their child’s hearing loss and the sooner thereafter they receive help, the better, if we may borrow a medical term, should be the prognosis. ‘How early?’ we are sometimes asked. Well, the age of two or three months would be very helpful.”

— Louise Treadwell Tracy
Founder, John Tracy Clinic

In 1952, when Louise Tracy spoke the words above at a conference sponsored by the Washington State Department of Health, John Tracy Clinic in Los Angeles was a decade old and she was already nationally recognized as a pioneer in the field of early childhood deaf education. As the wife of a famous actor and a thespian herself, she pursued the spoken language path for her deaf child, John, with passion and determination. She was revered and supported by some of the greatest communicators of all time, from Walt Disney to Helen Keller.

By understanding the critical importance of early detection and intervention in a deaf baby’s speech and language development, this mother of two with two years of college was able to anticipate scientific and academic research fully 50 years ahead of its time. It has been only the last three years that advanced technology and a national mandate for newborn hearing screening has shifted the Clinic’s population primarily to infants. Mrs. Tracy also had an intuitive grasp of the power of parent-centered education and parent support groups in the family grieving and learning process, considered standard practices today. Indeed, she was a visionary who reached beyond expectations to bring hope, guidance and encouragement to those who could

benefit most. Her legacy lives on in the programs and facilities of John Tracy Clinic, as well as in the hearts and minds of thousands of children, parents and professionals around the world.

John Tracy Clinic Today

This is an extraordinary time in the history of deaf education. Available, inexpensive technology now allows doctors to test the hearing of newborns before they leave the hospital. And cochlear implants and advanced hearing aids are changing the way deaf children learn and grow. Technology doesn’t cure deafness. It promises new opportunities for families while creating demand for new expertise in the professionals who help them.

John Tracy Clinic is known worldwide for such expertise, having stepped up to a changing world before. As long ago as 1953, a study commissioned by Walt Disney charged the Clinic with the task of “accepting leadership of the growing technological challenge.” Like then, the Clinic is taking the lead in developing the programs, materials and partnerships needed to embrace the challenge and fulfill its mission of service.

John Tracy Clinic is the largest provider of services to families with young deaf children in the world. The Clinic’s “Correspondence Courses for Parents” have now been

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(John Tracy Clinic, continued)



Louise Tracy with preschool children, circa 1950. The Clinic, which opened in 1942, was located in a small bungalow on the campus of the University of Southern California before moving nearby to its present Adams Boulevard location in 1952.

offered worldwide for 62 years. It operates two facilities, a main campus in Los Angeles near the University of Southern California and a satellite location in Long Beach. Its many innovations and pioneering programs are used in classrooms across the nation and throughout the world, and at least five schools have been established by alumni in other states and countries eager to carry on the traditions learned during their visits to the Clinic.

A World Leader

- John Tracy Clinic's Correspondence Courses reach 2,800 parents in 140 countries.
- It developed the nation's first Parent/Infant Program for families with deaf children.
- It is the only education center of its kind to provide all free services.
- Its intensive three-week international summer sessions for families are unique among schools for deaf children.
- Its sibling program is used as a nationwide model.

- It created the nation's first, online master's degree in early childhood deaf education.
- It produced the first Spanish language course for parents of deaf children in Mexico and Latin America."

A Tradition of Excellence

- John Tracy Clinic's Community Hearing Screening Program serves over 15,000 children a year in daycare centers and preschools throughout the Los Angeles area.
- Its comprehensive audiological services are provided free to over 1,500 families annually.
- Its on- and off-site presentations and workshops keep hundreds of teachers of the deaf and other professionals in the region informed on current trends and issues in deaf education.
- It has more than 50 years of expertise in educating professionals and is establishing new partnerships in

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The Hadley School for the Blind

International Trails Blazed and New Territories Ahead!

By Michael J. Bina, Ed.D.

President

The Hadley School for the Blind

When William Hadley mailed his first braille lesson from Chicago in 1920 to a newly blinded young mother in Kansas, little did he know that, in a very short period of time, The Hadley School for the Blind would be serving students in 50 states and extending its reach well beyond the United States to more than 140 countries.

A pioneer who blazed new trails in serving blind students around the world, William Hadley was ahead of his time, recognizing that distance learning, “knowing no boundaries,” held unlimited potential. In spite of having a clear vision of how to assist blind people such as himself, William Hadley foresaw many challenges. Facing these formidable challenges directly, he found them not insurmountable:

- Facing the accessibility challenge that his visually impaired students could not read regular print, Hadley tailored courses to meet individual learning needs in braille, large type and on auditory tape. These “reasonable accommodations” were provided over half a century before they were mandated by federal legislation.
- Solving one challenge often presents another. These “reasonable accommodations” are “unreasonably” expensive and labor intensive. For example, one braille mathematics textbook costs \$1,000, compared to \$75 for the print copy. Because the Hadley School has never charged for its courses, tuition revenues could not offset the cost of production. However, thanks to ongoing local philanthropic support, no student has ever been denied the opportunity to learn.
- Another challenge was the cost of mailing, for example, one bulky braille textbook in three volumes versus one smaller print copy. Fortunately, the U.S. Postal Service provided a special “Free Matter for the Blind” privilege, and this solved the problem domestically. However, the cost of mailing to international students was borne by the school.



- As international demand grew for its courses to be accessible in languages other than English, Hadley opened satellite schools in France, Italy, Colombia, England, Spain, Nairobi, Argentina and Brazil, as well as special libraries in India. Today, the school no longer operates these programs because of cost constraints; however, discussions are underway to respond to international non-English speaking students by providing Hadley’s 90 courses in other languages.

Currently, Hadley has a satellite school in Fuzhou, China, which provides English instruction to blind Chinese students. English proficiency allows Chinese students to advance their careers. Now in its 17th year of operation, Hadley-China is the first international program approved to operate in that country.

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(The Hadley School for the Blind, continued)



Another challenge Hadley faced was to master its role as both a “blindness agency” *and* a distance learning school. To avoid developing a “split personality,” the school has relied heavily on external accreditation standards, resources and peer review.

The Value of Accreditation

The Distance Education and Training Council (DETC) has bolstered the school’s ability to be “specialists of excellence,” in both distance education and blindness. Hadley is able to focus on best practices benchmarks and standards, ensuring that the school serves its students internationally in the most ethical, educationally sound and business-efficient manner.

Soon-to-be Charted Territory: “e-Hadley”

Currently, Hadley has five online courses. “e-Hadley” is a new initiative that will convert 25 of the school’s 90 teacher-guided correspondence-based courses for online delivery. Taking advantage of technology, e-Hadley will reduce delivery time, material and production costs.

Initially, there was concern that this technology would be unaffordable, and that potential students would not have the technological skills necessary to take advantage of online learning. That concern was unfounded. The “next generation” of technologically savvy Hadley students is already on the school’s doorstep “ready, willing and able” to take courses online. “Generation X-ers” have been exposed to technology since birth, and the aging “Baby Boomers” now impacted by blindness have been using technology successfully for years!

International Partnerships

Hadley’s international partners are assisting in expanding the school’s reach. These include:

- Lions Clubs International (LCI). By working with 46,000 clubs in 193 countries, Hadley hopes to reach more blind people worldwide through a new “In Touch” Program that will recognize local Lions who refer blind people to Hadley.
- International Council on Education of People with Visual Impairment (ICEVI). With 90 percent of the world’s blind and low-vision population having no access to education or rehabilitation, the ICEVI-Hadley “Globe All” initiative is designed to enhance the skills of teachers and paraprofessionals of blind children.
- The Canadian National Institute for the Blind (CNIB). CNIB, which provides services to 104,000 clients in all nine provinces, is actively incorporating Hadley courses as part of its client services and professional development program.
- Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER). AER is an international professional organization that encourages its teacher and counselor members to take advantage of Hadley courses for professional enrichment.

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(The Hadley School for the Blind, continued)

There is no better outcome measure of a partnership than the “value added” to students directly impacted. **Gladys Nyaga**, Hadley’s 2004 International Student of the Year, from Kenya, learned about Hadley through ICEVI. Gladys, who has low vision, is grateful for Hadley’s course offerings because there are so few learning opportunities and resources in Africa. “Hadley courses have given me confidence and made me a better teacher,” she says.

Ms. Wendy Stokotelnny, Hadley’s 2004 “Robert J. Winn Family Education Award” Winner, was referred to Hadley by CNIB. A resident of Manitoba, Canada, Wendy and her husband, Bruce, became the proud grandparents of a visually impaired child in 2000. Of course, the couple had many questions, and they wanted to learn as much as possible about visual impairment in order to understand the challenges their new grandson would face.

Thanks to CNIB’s referral, Wendy enrolled in her first Family Education course in 2001 and has since completed 16! She explains, “Each Hadley course has allowed me to

acquire strategies, direction, skills and resources to help Mitchel enjoy life to the fullest.”

William Hadley, who unexpectedly went blind at age 57, turned his personally devastating challenge into an opportunity to assist others regain what he had lost— independence, literacy and self-confidence.

The school he established likewise ran into challenges. However, thanks to his pioneering spirit and the support of philanthropic volunteers and organizational partners, as well as invaluable guidance from organizations such as DETC, the school has developed into a most responsive learning resource center. Fortunately, with such guidance and support, The Hadley School for the Blind is well positioned to extend and expand its reach internationally into the future.

The Hadley School for the Blind is located at 700 Elm Street, Winnetka, IL 60093, and its phone number is 1-800-323-4238 and e-mailing is info@hadley-school.edu.



Founded in 1920, the Hadley School is a worldwide educator that provides distance education to thousands of visually impaired people, their families and professionals in the blindness field each year. Hadley serves more than 10,000 people in all 50 states and 90 countries. The school is accredited, and its instructors work with students one-on-one via telephone, mail and e-mail.

GIA

A Worldwide Presence



By Angela Lockhart
Writer/Editor
Gemological Institute of America

Established in 1931, the Gemological Institute of America (GIA) is the world's largest and most respected non-profit institute of gemological research and learning. GIA's mission is to ensure the public trust in gems and jewelry by upholding the highest standards of integrity, academics, science, and professionalism through education, research, laboratory services, and instrument development. With nearly 900 employees, the Institute's scientists, diamond graders, and educators are regarded, collectively, as the world's foremost authority in gemology.

GIA is the creator of the famous 4Cs of diamond value (color, clarity, cut, and carat weight.) It is also the corporate birthplace of the International Diamond Grading System™. Today, GIA's D-Z color-grading scale and GIA's Flawless-I₃ clarity-grading scale are recognized by virtually every professional jeweler and savvy diamond buyer in the world. The Institute is also known for having developed and patented the first modern jeweler's loupe.

At the core of GIA's activities is its commitment to education. In 1931, GIA introduced its first correspondence courses in gemology and has been a DETC member since 1965. Over the last seven decades, the institute has continually evolved its curriculum to meet the changing needs of its students. GIA offers accredited courses in subjects ranging from diamond grading and gem identification to U.S. and international business law and

trade. Courses lead to internationally recognized diplomas, such as the Graduate Gemologist (G.G.), the Accredited Jewelry Professional (A.J.P), and Jewelry Business Management (J.B.M). Across the globe, GIA's G.G. is renowned as the jewelry industry's most prestigious academic credential.

GIA holds the distinction of being the first DETC member to create an online learning program. In 1987, GIA-Net integrated telephone links and personal computers into an online education and information network. The name soon changed to GIA Online and, later, GIA Virtual Campus. Accessible from every corner of the earth, GIA Virtual Campus has become an indispensable resource for today's distance education learners.

With a student body spanning the globe, GIA has long viewed its role in the industry from an international perspective. To maintain its success as the world's leading educator in gemology, GIA has expanded its presence across three continents, with facilities in ten countries. GIA's first international location opened in Japan in 1971. GIA now has locations in Korea, China, Hong Kong, Taiwan, Thailand, Italy, Moscow, India, and London.

Another factor contributing to GIA's success as a global educator is its development of course materials in-house. From initial planning stages throughout the research and writing process, GIA courses are created with foreign and domestic students in mind. Topics are covered comprehensively, making the information relevant to all ethnicities.

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GIA's written course materials are produced in full color on a state-of-the-art printing press using the highest quality paper. They're specifically designed for the distance education student and incorporate the latest innovations in adult learning theory. They're profusely illustrated with photographs and specially-commissioned illustrations. Some courses include videos that complement the written text with live action and animations. Whenever possible, materials are translated and printed in the language of the country where courses are offered. For example, GIA's Diamonds and Diamond Grading course has copies in Japanese, Korean, Chinese, Thai, Italian, and Russian. From creation to translation, GIA tailors its courses to suit its multinational student body.

GIA's worldwide presence offers additional benefits specific to distance-ed students. In the past, many international students interacted by phone with English-speaking GIA instructors and administrators in California and New York. Also, prior to Extension classes such as diamond grading

and gem identification being offered at international locations, foreign Graduate Gemologist students had to travel to the U.S. to fulfill the on-site, hands-on portion of their diploma requirements. To date, many thousands of international distance-ed students have enrolled at local campuses, where they have been able to communicate with instructors in their native tongue and attend any additional classes on-site. Of course, any international students can still choose to undertake their coursework through GIA's world headquarters in Carlsbad, California.

GIA is dedicated to making its educational programs accessible to domestic and international students alike. Whether that person is a gem enthusiast in Japan or a jewelry designer in Kansas, GIA seeks to provide students across the globe with the means to advance their careers and enhance their lives.

GIA is located at 5345 Arnada Drive, Carlsbad, CA 92008. Their phone number is 760-603-4000, e-mail is info@gia.edu, and Web site is www.gia.edu.



**Lambert Speaks at Regional Meeting
Hosted by GIA**



DETC's Executive Director, Michael P. Lambert, addresses a Regional Meeting of DETC Members hosted by the Gemological Institute of America (GIA) in Carlsbad, CA in November. Nearly 50 people attended the meeting, which included an information briefing from DETC, an idea exchange forum, a tour of GIA and a luncheon. The next DETC Regional Meeting will be held in Boulder, Colorado next May.

Westlawn Institute of Marine Technology

A Design School With Global Reach

By Dave Gerr

Director

Westlawn Institute of Marine Technology

The only distance learning school in the world that teaches boat design—the design of yachts and small craft (vessels under 200 feet or 60 meters)—and one of only two schools in the world dedicated to teaching specifically small-craft design, Westlawn is celebrating its 75th anniversary. During its three-quarters of a century of operation, Westlawn has trained more practicing small-craft designers than many of the other institutions in the world *combined*. Indeed, Westlawn alumni comprise some of the most prominent names in the marine industry, and have been employed by most of the principle design offices and boatbuilders throughout the world. (Visit www.westlawn.org to see a list of successful Westlawn alumni and a photo gallery of alumni-designed boats.)

Originally named the Westlawn School of Yacht Design, the Westlawn Institute of Marine Technology was founded in 1930 and accredited by DETC in 1971. The boating industry's need for trained designers prompted the National Marine Manufacturer's association (NMMA) to acquire Westlawn in the 1960s, and ownership of the school was transferred to the American Boat & Yacht Council (ABYC) in April, 2003. ABYC creates the safety standards for small-craft used by industry, including for NMMA certification. (Visit www.abycinc.org.)

Westlawn's Oldest Student

From the very beginning, Westlawn's reach has been global. Some 35 percent of Westlawn students are located outside the U.S., and—though the percentage has fluctuated over Westlawn's 75 years of operation—an international student body has always been part of the Westlawn picture. Indeed, Westlawn's oldest known living graduate lives and works in New Zealand. Thomas C. (Tim) Windsor recently wrote:

"It has been interesting for me to look at your Web site and to know that after over 70 years that Westlawn Institute of Marine Technology, as it is now named, is still operating. In 1930, I enrolled as a student with the Westlawn School of



Yacht Design and earned my Diploma in Advanced Yacht Design on June 15, 1939 and signed by Gerald Taylor White. It was the start of the Second World War and I was seconded into essential industry where I was the Draughtsman Designer with Shipbuilders Ltd. This firm was engaged in the building of Minesweepers and Fairmile Patrol Boats for the N.Z. Navy. Then, when the U.S. entered the war after the attack on Pearl Harbor, we were building 114 foot Powered Lighters for the U.S. Army and the Navy. At the age of 92, I would probably be the oldest living past student of Westlawn."

After the war, Tim continued his a long design career with his first commission a 27-foot (8.3 m) patrol launch for the New Zealand Coast Guard. This was followed with a wide variety of sail and power boats.

Over the years, Westlawn's international alumni have had long, varied, and successful careers, and have lived in nearly every country in the world. The list of international alumni is extensive, but we can give a brief overview:

America's Cup

In 1987, three Westlawn alumni competed against each others in the very top level of worldwide boat design—as designers for the America's cup. Ultimately, it was Westlawn

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(Westlawn Institute of Marine Technology, continued)

grad John Swarbrick, co-designer of Australia's *Kookaburra III*, against U.S. alumni Britt Chance's *Stars and Stripes*. (Westlawn alumnus Gary Mull's *USA* made it to the final elimination round the same year.) Few if any schools have had three alumni competing simultaneously for the America's cup, and Westlawn alumni's involvement in the America's cup has been ongoing.

Westlawn grad, Eric Ogden was on the French America's Cup 12-meter *Challenge France* team, and Westlawn alumni have been and are still involved with *Team New Zealand*, *Team Alinghi*, and the *BMW Oracle Racing Team*, just to name a few.

Designing for Production in Canada

Turning north and away from the Cup scene, Westlawn grad Luc St. Onge, is the chief designer for the Canadian production boatbuilder Doral. The Doral-line of express cruisers is known for crisp contemporary styling and reliable performance.

Italian Luxury Yachts

Luxurious motoryachts, built for some of the world's most demanding clients, have been a staple of Westlawn grad Massimo V.L. Gergori's design practice in Italy—Yankee Delta Italian Yacht Design.

A Variety of Designs from South Africa

From his home base in South Africa, Westlawn graduate Dudley Dix has designed a wide assortment of vessels and pioneered some new wood-epoxy construction methods. Dudley only recently moved his office the U.S.

Yachts and Commercial Vessels in New Zealand

Flitting over to the Pacific again, we find Westlawn graduate Richard McBride, whose design office has worked on everything, from sailing yachts, to charter boats, to commercial fishing vessels.

A Passion for Boats in Croatia

Small-craft design is not simply a job but a passion, and

many Westlawn students have gone to extraordinary lengths to complete their studies. There may be no better example than that of Westlawn grad Ivan Erdevicki. Located in Croatia, he took the Westlawn program during the height of the recent Balkan war. In many instances, it was necessary for him to virtually smuggle his lessons out to a relative in Italy to get them to Westlawn for grading. Ivan has set up his design office in Vancouver, British Columbia, where he is busy on a wide array of projects. He recently contacted Westlawn in search of a graduate or advanced student to employ in his rapidly expanding practice.

Students Win Design Competitions Across the Globe

Though some 60 to 70 percent of Westlawn students are U.S. based, Westlawn's international student body and global reach have always been an important aspect of the program. Our overseas students continue to be active and successful. In fact, current UK-based Westlawn student Charles Magnan won honorable mention in the 2004 *Bluemaster Sailing Magazine* design competition. (U.S. Westlawn grad Doug Frolich took first prize). U.S. Westlawn students have been successful overseas as well. In fact, 2004 Westlawn grad Ben Dodarell won the 2004, United Kingdom, Camper & Nicholson design competition in the 46-60 m motoryacht category (130-200 ft.). International students, international competitions, and the recognition made possible by DETC accreditation are and will remain an integral part of Westlawn's educational program.

Director of the Westlawn Institute of Marine Technology and President of the design firm Gerr Marine, Inc., Dave

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(Westlawn Institute of Marine Technology, continued)



Gerr is the author of *Propeller Handbook*, *The Nature of Boats*, and *The Elements of Boat Strength*, published by International Marine Publishing Co./McGraw-Hill.

Westlawn Institute is located at 733 Summer Street, Stamford, CT 06901. Their phone number is 203-359-0500, e-mail is westlawn@abycinc.org, and Web site is www.westlawn.org.



Helpful Resources

- DETC Web site: www.detc.org.
- *DETC Directory of Accredited Institutions*

A useful resource for any student interested in accredited distance learning programs. DETC provides these directories free of charge to the general public. This information can also be found on the DETC Web site.

- *2004 Course Development Handbook*

This updated Handbook covers a wide range of topics on curriculum development and is especially useful for Academic Deans, Directors of Education, course writers,

(John Tracy Clinic, continued from page 4)

higher education to address a nationwide shortage of teachers of the deaf;

- It has a long history of research in the field, most recently receiving a grant to document best practices for educating infants and toddlers with cochlear implants.

In a recent speech celebrating John Tracy Clinic's 62 years of service, President Barbara Hecht, Ph.D., said, "I have always been moved by the brilliance of Louise Tracy's vision. Not only did she have enough foresight and determination to move mountains, but she also lifted the horizon of possibility for generations of young children, perhaps changing forever the way the world thinks about deafness, and, more importantly, how children with hearing loss think of themselves." John Tracy Clinic is located at 806 West Adams Blvd, Los Angeles, CA 91401. The web site can be visited at www.jtc.org. Staff can be reached during business hours at 213-748-5481, or a message can be left anytime at 800-522-4582.

"All children—hearing or deaf—need someone who understands where they are in their development, accepts their right to be there, and is aware of their feelings."

— Louise Treadwell Tracy

faculty, or anyone interested in distance learning course development. The price is \$50 (add 30% for international orders).

- *DETC NEWS*

This free publication is printed twice yearly and contains valuable information and articles concerning distance learning today.

- *DETC Accreditation Handbook*

This Handbook contains all DETC accreditation standards and policies – a must for institutions interested in gaining DETC accreditation. The cost is \$30 (add 30% for international orders), but the Handbook is also available for free in PDF files on www.detc.org. To order any of these publications, please visit www.detc.org.

The Mystery of U.S. Accreditation Explained

In the United States, accreditation is a voluntary process that involves an intensive self-evaluation of the institution whereby the institution must prove that it meets established standards. Three types of recognized accreditation exist in the United States – national, regional, and professional. Accrediting agencies reviewed and approved by the United States Department of Education (USDE) and/or the Council for Higher Education Accreditation (CHEA) are considered “recognized agencies.”

Students who attend schools accredited by recognized agencies in the United States enjoy the greatest acceptance rate. Many employers and institutions in the United States are concerned about diploma mills (institutions granting degrees for little or no work) and therefore use recognized accreditation as the standard assurance of a quality education. In addition, accreditation benefits the student by proving the school’s business, academic, and ethical standards are regulated.

The DETC Accrediting Commission is presently listed (and has been since 1959) by the U.S. Department of Education as a “nationally recognized accrediting agency.” Like the six regional accrediting agencies, DETC’s Accrediting Commission is reviewed periodically by the U.S. Department of Education to make certain that it meets the criteria for federal recognition as published in Title 34 of the Code of Federal Regulations. DETC’s Accrediting Commission is also recognized by the Council for Higher Education Accreditation (CHEA). CHEA is a non-governmental agency that reviews and recognizes accrediting agencies that accredited degree granting.

For more information on these agencies, please visit their web sites at:

- Council for Higher Education Accreditation: www.chea.org.
- United States Department of Education: <http://www.ed.gov/about/offices/list/ope>

Students Questions Answered

Students who aren’t yet familiar with distance learning are sometimes curious about the process and expense of studying at home. DETC relies on years of research to answer some of the most pressing questions:

Q. Can you really learn by distance study?

A. More than 400 different research studies comparing the outcomes of different modes and methods of learning—from classroom instruction to video tapes to audio tapes to correspondence study to online learning programs—concluded that there is **no significant difference in learning outcomes based on the mode or method of learning**. These independent research studies, which date back to the 1920’s, all concluded that *how one* learns, whether online or in a classroom, has no bearing on *what is learned* or *how well it is learned*. Most educators agree that distance learning is every bit as effective as classroom instruction.

Q. What about the costs for a program from a DETC-accredited institution? How do they stack up?

A. It is clear that attending a U.S. college had become much less affordable in the past decade, and the increasing rate of college fees have outpaced the rate of inflation. DETC institutions’ fees are a notable exception to this trend. Total fees for a DETC academic degree are about one-third the fees at a resident fixed-facility college, making DETC degrees among the most affordable in the USA. DETC institutions offer not only highly competitive fees, they offer convenient fee payment installment plans that lets a student stretch payments out over several months. It is the best education bargain in the United States.

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