



Accreditation Transfer Credit and Financial Aid Guide

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ANTIOCH SCHOOL
OF CHURCH PLANTING AND
LEADERSHIP DEVELOPMENT

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ACCREDITATION, TRANSFER CREDIT, AND FINANCIAL AID

In this guide, we address three inter-related topics: accreditation, transfer credit, and financial aid. We will address the fundamental ideas and practical applications related to the Antioch School for each topic.

ACCREDITATION

In this section, we will deal with the definition of accreditation, including clarification of what it is not. We will also explain in detail the accreditation system of the United States, why we chose to obtain DEAC (formerly DETC) accreditation, the significance of accreditation for Antioch School partner churches, and your role in helping us sustain accreditation.

Definition

Accreditation in higher education may be defined as a key indicator of academic quality assurance based on non-governmental peer review. DEAC states that “accreditation assures students that an institution or program has met certain academic and ethical standards of quality” (see appendix on DEAC Accreditation).

At the core of accreditation are standards on which quality is measured. These standards have been formed as a collaborative effort by the members who have voluntarily agreed to hold each other accountable to them. While there is overlap with other regulatory agencies (such as the U.S. Department of Education and state authorization offices), accreditation is essentially a peer review system in which member schools regulate each other and provide recognition of having met the standards of the accrediting agency.

Historically, accreditation came into existence largely as a tool to facilitate the movement of students from one institution to another. It was needed because there was a huge range in academic level and educational quality within the rapidly growing higher education landscape. Essentially, accreditation became a short-cut for an institution to make decisions about admission and placement of students enrolling with prior credit or degrees from other institutions.

Institutional improvement is another important dimension of accreditation. No institution is perfect and all institutions need to improve. All accrediting agencies insist that institutions show how they are gaining feedback and evaluating themselves in order to improve. Much of

the accreditation review process is not focused directly on academic resources or processes, but institutional processes of continuous quality improvement.

One of the most important and often overlooked functions of accreditation is consumer advocacy, particularly protection of students. In a world that is flooded with degree mills and unethical practices by higher education institutions, accreditation helps protect students by recognizing institutions that meet their standards (and not recognizing institutions that don't) and providing an avenue for recourse for students who have been maltreated by institutions accredited by their agency. Consumer advocacy is a concern that is shared by many state agencies that authorize higher education institutions in their states.

The definition of accreditation may be best understood by clarifying a few common misunderstandings about accreditation.

Accreditation does not mean "having the authority to grant credit or degrees." In the United States, authority to function as a higher education institution (i.e. to give credit and degrees) is granted by states. Although the words "credit" and "accreditation" sound similar, they are quite different concepts. "Credit" is the unit of measurement in higher education. "Accreditation" is the indication that an institution has met standards of quality.

Accreditation in the United States is non-governmental. It is voluntary, private regulation that gives institutions a seal of approval based on review by representatives of peer institutions according to standards established by those peer institutions. Accreditation functions entirely separate from the U.S. Department of Education. Although eligibility for federal financial aid programs requires an institution to be accredited as an initial qualification, they are two separate approval processes. See the section below on Federal Financial Aid for more information.

Accreditation does not guarantee transferability of credit or admission to degree programs. Each institution maintains its autonomy and exercises its own discretion regarding transfer and admission regardless of accreditation. Yet, the most common resource for making transfer credit decisions is whether an institution is listed in the Directory of Accredited Institutions.

Accreditation does not guarantee the quality of an education. We all know that accredited institutions may graduate poorly educated students and unaccredited institutions may graduate well educated students. Accreditation is a third party assessment of an institution as a whole with regard to whether it is doing what it says it is doing.

Further misunderstandings about accreditation, particularly ones related to DEAC and distance education, are addressed in the appendix on DEAC accreditation.

The exact nature of accreditation will become even more clear in the next section that describes the accreditation and recognition "system."

The Accreditation and Recognition "System"

We put the word "system" in quotation marks because accreditation and recognition is multi-faceted and its parts are not always closely connected. However, recently there has been a push toward more standardization through efforts described below as "federalization of accreditation" and "state reciprocity." Here is a brief description of the accreditation and recognition "system."

Accreditation in the United States takes two forms:

Regional (or General) Accreditation. This is the most generic form of accreditation. It is granted by six agencies organized by geographic region in the US: New England, Middle States, Southern, North Central (that includes Arizona!), Western, and Northwest. Sometimes, they are known by other names, such as the Higher Learning Commission for what was formerly known as the North Central Association. Essentially, regional accreditation declares that "You are a legitimate traditional college or university." While some regional associations have accredited innovative and distance education institutions, they are really designed to serve traditional large universities and liberal arts colleges. Recently, the regional agencies began offering services to institutions in other regions, functionally making them "national," albeit still general accreditation agencies.

National (or Specialized) Accreditation. This is the most specific form of accreditation that "specializes" on a particular discipline or a particular type of higher education institution. For instance, the Association of Biblical Higher Education (ABHE) declares that "You are a legitimate Bible college," the Association of Theological Schools (ATS) declares that "You are a legitimate seminary," and ACICS declares that "You are a legitimate independent college." Accreditation with the Distance Education Accrediting Commission (DEAC) declares that "You are a legitimate distance education institution."

Many higher education institutions have both types of accreditation. Some National (Specialized) accrediting agencies provide "program accreditation" (rather than "institutional accreditation") for specific programs of an institution, such as programs in particular professional fields. For instance, no matter what Regional (General) accreditation a medical school has, almost everyone would want them also to have National (Specialized) accreditation by the American Medical Association.

The greatest value of National (Specialized) accreditation is that you are evaluated according to criteria that have been developed by similarly specialized institutions to address specific issues of quality in that area. The implication is that an institution with Regional (General) accreditation that offers distance education (or any other specialized form of education) without National (Specialized) accreditation is not held to the same high standards. For instance, state universities operating distance education programs with Regional accreditation, but not DEAC

accreditation, can get away with doing things that would be considered major violations of educational and business standards for DEAC-accredited institutions. DEAC does not offer program accreditation at this time. Neither does ACCESS, the Christian distance education association (which is just a professional association, not an accreditation agency). If either of these organizations did offer program accreditation, we think it would vastly improve the quality of distance education programs, as well as provide clarity to the public about which institutions are operating with quality in their distance education programs.

See the section on the Antioch School's accreditation for an explanation of why we chose DEAC rather than other accrediting agencies.

There are also other entities that provide oversight other than accreditation:

CHEA Recognition. The Council for Higher Education Accreditation is the umbrella agency in the US for recognition of accreditation agencies. Essentially, CHEA declares that "You are an accrediting agency." Yes, there is an accreditor of accreditors! Seriously, I would not consider an accrediting agency to be legitimate if it were not recognized by CHEA. Representatives from Regional and National accreditation agencies, as well as other higher education experts establish the standards by which all agencies will be judged. Interestingly, Leah Matthews, the current DEAC Executive Director, serves on CHEA's Committee for Recognition and is one of seven people who make the decisions about the recognition of other accrediting agencies.

State Licensure and SARA. As stated above, the most foundational authorization to operate as a higher education institution comes from the states in the form of licensure (or authorization to operate). In most states, there is an office that oversees higher education, usually focusing on state-funded institutions. Often, these offices are operated in conjunction with other areas, such as K-12 education or administration of VA benefits. Some states provide religious exemption for institutions providing ministry training. The Antioch School has full recognition in Iowa, not religious exemption.

There is currently a vigorous debate over the role of states in regulating distance education programs based in other states that serve students in their states. Historically, DEAC has expected institutions to maintain licensure in the state in which they are based, as well as in any state where they have a physical presence (such as having an office or classrooms in another state). Some states have broadened their regulation of distance education, even to include a single student doing an internship in their state as cause for an institution to get licensure (which essentially means that most institutions would need to get licensure in most states). A very good initiative, the State Authorization Reciprocity Agreement (SARA), makes state authorization of higher education institutions work similar to state authorization of driver's licenses and vehicle registration (where you don't need to get a new driver's license or vehicle registration when you cross a state line unless you live there). The Antioch School is an approved member of SARA.

U.S. Department of Education (DOE). The management of federal financial aid has brought the U.S. Department of Education into the forefront of higher education oversight. Once upon a time, accreditation was viewed as the main criteria for an institution to be able to accept federal financial aid for its students. However, the U.S. Department of Education has developed extensive regulations of its own for use of Title IV (the section of the Higher Education Act that addressed federal financial aid) funding because of the concern in Congress that for-profit and illegitimate non-profit institutions are taking advantage of students who are eligible for financial aid but not actually able to succeed and/or benefit from their enrollment. There is substantial debate going on right now related to the dramatic increase of DOE regulation in the last year or so. The result has been what some call the “federalization” of accreditation as agencies adjust their standards to make sure that their recognized institutions remain eligible for federal financial aid.

U.S. Department of Defense (DOD). The management of military educational benefits falls into several categories. The DOD is most closely connected to the tuition reimbursement of active duty military. Other programs, such as the G.I. Bill and V.A. benefits are essentially administered by agencies in each state, sometimes with significant differences in policy and procedure from state-to-state.

International. Accreditation as such is not present in the higher education systems of most of the rest of the world. Rather, quality control is managed through a system based on charters and affiliations. For instance, in Great Britain, particular schools have been granted charters by the government or have been “deemed” to be recognized colleges and universities. In turn, they are able to make affiliations with other colleges and universities in order to give them recognition. The chartered or deemed universities are usually heavily funded by the government. Sometimes, students in the affiliated institutions receive degrees both from the institution in which they are enrolled and the institution that granted the affiliation. There are attempts being made, such as the Bologna Accord, to help bring the European countries into a more unified system.

International Theological Education. There are two other ways that recognition is given to theological education institutions outside the U.S. First, there are regional accrediting agencies throughout the world that are affiliated with the International Council on Evangelical Theological Education (ICETE), including the Association for Biblical Higher Education (ABHE) in the U.S. and the Asian Theological Association (ATA) for India and the rest of Asia. Technically, ICETE is not an umbrella body that regulates and recognizes its member agencies. Rather, ICETE is a “global community, sponsored by nine regional associations of theological schools, to enable international interaction and collaboration among all those concerned for the enhancement of evangelical education worldwide” (<http://www.icete-edu.org/>). Each of the members does provide an accreditation function similar to the function of National (specialized) accreditation in the U.S. However, the standards and rigor of peer evaluation varies greatly among associations and even within particular associations.

Second, recognition of higher education institutions is managed by particular entities, such as denominations, prestigious higher education institutions, or other ministry organizations. Many denominations essentially control their higher education institutions through funding and their ordination systems. Prestigious higher education institutions, such as Serampore College in India, are viewed by many as the gold standard for recognition of theological education. In India, many other colleges and seminaries affiliate with Serampore, both in terms of curriculum to be used in their institutions and in the evaluation of students (who graduate both from their own institution and from Serampore when their academic work has been found satisfactory by the evaluators of the Senate of Serampore). Similarly, other organizations, like BILD, provide recognition of partners who are using their resources in a proper manner. Almost all of these types of recognition operate outside of regulation by governments and other accrediting agencies, though there is some overlap, such as in India with ATA.

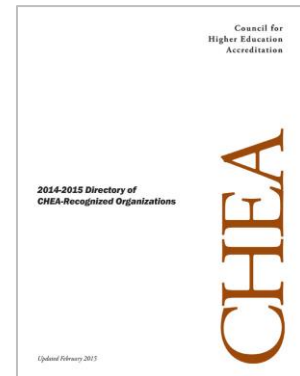
Antioch School Accreditation

The Antioch School of Church Planting and Leadership Development is accredited by the **Distance Education Accrediting Commission (DEAC)**, 1101 17th Street NW, Suite 808, Washington, DC 20036, (202) 234-5100, www.deac.org.



DEAC is a recognized member of the Council for Higher Education Accreditation and is listed by the U.S. Department of Education as a nationally recognized accrediting agency.

The Antioch School is the first truly church-based and competency-based to be accredited by an agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education. This means that the Antioch School is listed on the CHEA website (<https://www.chea.org/antioch-school-church-planting-and-leadership-development>) and is listed in the trusted Higher Education Directory (www.hepinc.com).



DEAC has been accrediting non-traditional higher education institutions since 1959. It is the gold standard for distance education.

We choose DEAC because they are the only accrediting agency that “gets us,” meaning that they can think outside the box of traditional campus education and they welcomed our application and participation. DEAC is the premier accrediting agency for institutions using non-traditional educational formats. We, like Western Governors University (WGU), began with DEAC accreditation because they are the leading national accrediting agency that specializes in innovative approaches to higher education. DEAC is recognized as the accrediting agency that takes most seriously outcomes assessment. DEAC provides accreditation for a wide variety of higher education institutions, including ministry training schools such as Rockbridge Seminary, the Catholic Distance University; large universities with dozens of majors, such as Grantham University and Columbia Southern University; and other specialized schools, such as the distributed learning schools of the U.S. Air Force, Army, and Marine Corps (three of the country’s largest higher education systems).

Other national agencies, such as the Association of Biblical Higher Education and the Association of Theological Schools, are not friendly toward non-traditional institutions and are still viewing distance education largely through the lens of traditional campus education. Similarly, we chose not to pursue regional accreditation as our first accreditation because it also focuses mostly on traditional campus-based institutions.

Our process of DEAC accreditation included:

Application. In 2006, we met with the DEAC Executive Director and were welcomed to make application to the accreditation process.

Self-Evaluation Report. A series of Readiness Reports and Self-Evaluation Reports were produced until we were approved to move forward with Course Reviews and a Site Visit.

Course Materials Review. We submitted a large sampling of our courses (everything for the doctoral programs) for independent review by subject matter specialists prior to our Site Visit.

Site Visit. On March 25th, 2009 we had a Site Visit by a DEAC evaluation team who look at everything (curriculum, assessment, student services, business services). The team was composed of a chairperson, Education Standards evaluator, Business Standards evaluator, two subject matter specialists, and a DEAC staff member.

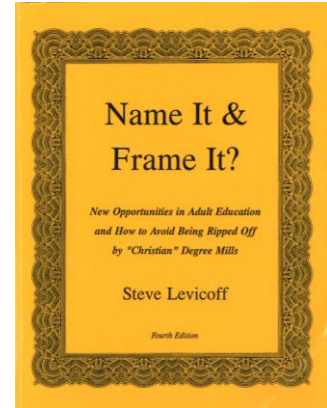
Chair's Report and Response. The Site Visit chair prepared a report to the DEAC Accreditation Commission and we had two weeks to respond (formally and informally).

Accreditation. The decision to accredit the Antioch School was made at the June 2010 meeting of the DEAC Accreditation Commission.

Reaccreditation. The Antioch School was reaccredited in relation to site visits in 2015 and 2020. DEAC accredits institutions for a maximum of 5 years.

While we place very high value on our DEAC accreditation, it is only one form of third-party affirmation. The Antioch School partnerships with churches, church networks, and ministry organizations are vitally important forms of commendation. Most of our partners have expressed significant concern with the accessibility and content of traditional theological education from institutions that most often have more traditional forms of accreditation. It is tremendously significant that the Antioch School has received such substantial affirmation from the key leaders of churches, church networks, and ministry organizations. Similarly, key leaders in the field of theological education have given resounding endorsement of the Antioch School (such as Walt Kaiser, Ted Ward, Ralph Enlow, Lester McCorn).

Lastly, it is painful to admit that the theological education sector of the degree mill sector is disproportionately highly represented by distance education institutions as documented long ago by Steve Levicoff in the self-published book *Name It and Frame It*. The Antioch School goes to great lengths to make sure that it is held accountable, both by DEAC and our partners. The “.edu” on our website is one of the most restricted domains on the internet. Only institutions with legitimate accreditation from CHEA-recognized agencies (see above) are able to apply for domains that use “.edu” (and only one per institution). If an institution uses a URL like “seminary-edu.org” website, they are doing something that we would consider to be marginally unethical because they are making their website address look like something like a “.edu” without being one. The Antioch School worked hard to earn its “.edu” and is working hard to keep it.



TRANSFER CREDIT

Transfer of Antioch School credit **into other academic institutions** and recognition of Antioch School degrees for admission into advanced programs of other institutions is always at the discretion of the other institution. Because it is accredited by the Distance Education Accrediting Commission (DEAC), a national accrediting agency that is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA), the Antioch School is listed in the trusted Higher Education Directory (www.hepinc.com) and on the CHEA website (<https://www.chea.org/antioch-school-church-planting-and-leadership-development>). Generally, this means that Antioch School credit and degrees will be recognized according to their fit with the academic programs of the other institutions.

The Antioch School is the first truly church-based and competency-based institution to be accredited by an agency recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education.

The Antioch School develops articulation agreements with various academic institutions (Bible colleges, seminaries, state universities) regarding the acceptance of its transfer credit and for admission to advanced degree programs. For instance, students with Antioch School B.Min. or B.Th. degrees may be admitted into the M.Div. or M.Th. programs of certain seminaries. Students with Antioch School M.Min. or M.Th. degrees may be accepted into the D.Min. or Th.D. programs on the same basis as M.A. graduates of that institution.

Antioch School academic transcripts present learning according to the degree overview for each program. This means that credit is listed according to competency sets, not traditional courses and grades. Each competency that has been validated by Associate Faculty will be given a grade of B (because of the high standards expected for minimal competency in the Antioch School program). Leadership Series I courses will be valued at 3 semester hours in Bachelors-level programs and 4 semester hours for Masters-level programs. Leadership Series II courses will be valued at 2 or 3 semester hours in Bachelors level programs and 4 semester hours for Masters level programs. Other demonstrations of competency that have been validated by Associate Faculty will be valued at the number of credit hours indicated on the degree program overviews at the end of this Handbook.

Whether Antioch School credit and degrees are accepted by other institutions as transfer credit and/or prerequisite degrees for admission depends largely on how you inquire and to whom you inquire.

How?

If you ask a representative of a traditional campus-based institution if they will “accept transfer credit for a class in my church taught by my pastor,” they will probably respond with a curt “absolutely not.” However, if you ask the same person if they will “accept transfer credit from a school accredited by a CHEA-recognized accrediting agency,” they are much more likely to respond with a bureaucratic “of course.” You are talking about the same thing, but how to describe it may make all the difference.

It is generally best to begin your inquiry as a matter of principle, not specifics. Most traditional campus-based institutions operate with great respect for the accreditation system (and sometimes with what amounts to bureaucratic blindness). So, if you can get approval for transfer credit in principle for having legitimate accreditation (from a CHEA-recognized agency), you have preempted some of the other concerns, such as distrust for distance education, church-based theological education, or competency-based education. Sometimes, you can get the transfer credit approved without ever having to address any of the other concerns.

If you need to go into more detail about the Antioch School, then you may need to go in one or more of the directions below:

DEAC. You may need to explain about DEAC, drawing on the content in the accreditation section above. Generally, it is best to start by saying “The Distance Education Accrediting Commission (DEAC) is the leading accrediting agency for distance education, accrediting only distance education institutions. DEAC is recognized by the Council for Higher Education Accreditation (CHEA), the U.S. Department of Education (DOE), and the U.S. Department of Defense (DOD).”

BILD and the Antioch School. You may also need to explain about the BILD resources and the Antioch School processes. Often, showing someone a Leadership Series course helps them to see that indeed your educational experience was legitimate. You may also want to show them your Portfolio Transcript, the Student Competency Assessment Guide criteria and rubrics, and your own evidence from the e-Portfolio in order to show the academic quality of your work and its assessment.

External Commendation. It may help to draw on commendation from outside the academic institution. You strengthen your case if you can make reference to attestation from someone who is respected by the institution, such as being an alumnus, campus speaker, author, denominational leader, etc.

Internal Commendation. It will help to draw on commendation from inside the academic institution. For instance, you greatly strengthen your case if you can make reference to a faculty member or administrator’s attestation of the quality of your Antioch School academic experience.

It is usually best to have as much of the things above in place before you made your first inquiry. However, you may be able to use some of these things to follow up as needed.

There are types of higher education programs that are more inclined toward transfer credit than others. For instance, most Christian colleges have “adult degree completion programs” that are built on the concept of transfer credit for bachelors-level programs. Most distance education programs are fairly generous with regard to transfer credit.

There are efforts to mandate acceptance of transfer credit from accredited institutions. This concept has appeared in recent election campaigns, negotiated rule-making by Congress and the U.S. Department of Education, discussions among accreditation agencies, and mandates for the various types of public institutions within states (community colleges, 4-year universities).

It is also important to inquire about transfer credit with specific understanding in mind of the degree program to which credit is hoped to be transferred. For instance, you may not get a substantial answer if you ask a general question, such as “will my credit transfer?” You may help yourself if you ask a much more specific question that is calibrated to the program to which you hope to transfer the credit. For instance, you are much more likely to get a positive answer if you ask “will my credit transfer to the free elective category?” Many institutions are reticent about transferring credit for their core requirements, but more flexible for free and limited electives.

It is also wise to get your interaction in writing, particularly if someone in the institution gives you a judgment about transfer credit or prerequisite degrees that you find favorable. If you have a conversation in person or by phone, you may want to follow-up with an email to document the favorable judgment. You may simply say something like, “I’m writing this email to make sure that I understood our conversation correctly in which you said _____.” Getting a reply may help you later when the judgment needs to be implemented.

To Whom?

Most students think that it is a rather simple and straight-forward matter to inquire about transfer credit, but it can be a much more subtle and complicated matter. For instance, if you call an 800 number, you are likely to get someone with only the most general information. Even when you get transferred to the Admissions or Academic Records offices, you tend to talk first with someone who only has general information and very little authority to make judgments for situations outside the norm. Sometimes, you need to ask to talk to someone who can address unusual situations. You don't want to be condescending, but you also don't want to be stonewalled by a clerk on a matter as important as transfer credit or prerequisite degrees. It helps to ask something like "Who at your school addresses transfer credit issues from accredited nontraditional institutions?"

It also helps to think about where is the best place to start in making your inquiry (and the nuances of the various places where you may make your inquiry).

Admissions. Generally, representatives in the admissions office may be the most eager to give you positive responses to your inquiries because they are recruiters. However, you may need to make sure that you are talking to someone who is driven by recruitment concerns, not just someone who answers the phone and tries to "prevent" too many calls from getting to the people with authority.

Academic Records (Registrar). Generally, the academic records office is the academic gatekeeper for the institution and "protector" of the curriculum. There are exceptions, such as for degree-completion programs, but the first priority of a registrar is the integrity of the academic records for their institution. Articulation agreements made with the administration of an institution can streamline processes, but these are only made when there is a pipeline of students who will all need the same judgments to be made. If this is the case, the Antioch School can work to establish an articulation agreement. In the absence of an articulation agreement, you may need to ask a few questions to make sure that you are talking to someone who knows how judgments about nontraditional situations are made for their institution.

Deans. Generally, deans are also gatekeepers for the academic integrity of the programs of their institutions. However, they also tend to have lots of authority and sometimes are eager to help with recruitment of students and partnership with other institutions. Getting a positive recommendation from administrative leaders may greatly help your cause.

Faculty. Some faculty members are only interested in having students take their courses. However, others are quite open to the concept of students learning in church-based settings and in non-traditional manners. Getting a positive recommendation from a faculty member may greatly help your cause, particularly if the faculty member makes the recommendation with specifics about where the transfer credit fits the academic program of their institution.

Then What?

If you find that you are not making the progress you think you deserve, then what do you do? Here are a few ideas of what do next.

Find Someone Else. It is important to try to find the right person before you ask for a judgment, but if you get a determination that you don't like, there may be someone else in the institution who can help you, such as a faculty member, administrator, or someone in the admissions/academic records office with more authority to make judgment calls. This can be tricky because many institutions have "campus bureaucrats" who don't like to be trumped. That is why it is so important to have conversations about who can make nontraditional decisions before you get a bureaucratic decision. If you find someone else in the institution to advocate for you, it may be important to maintain collegiality with the person who made the initial negative decision.

Distance Education. Traditional campus-based institutions still tend sometimes to be prejudiced against distance education institutions. This has changed much as even most campus-based institutions now have distance education programs, but there still is residue of prejudice. You may find substantial help in the appendix of this guide on DEAC accreditation.

National Accreditation. Similarly, traditional campus-based institutions still tend sometimes to be prejudiced against national accreditation agencies, even though they rely heavily on them for the legitimacy of their own specialized programs. Drawing attention to this fact may help your case. Again, you may find substantial help in the appendix of this guide on DEAC accreditation.

Church-Based. Again, traditional campus-based institutions still tend sometimes to be prejudiced against church-based theological education. However, many Bible colleges and seminaries are trying to become more church-based themselves, particularly in recruitment and use of internships. Making connections to the institution's own effort to be more church-based may help your cause.

Competency-Based. Yet again, traditional campus-based institutions still tend sometimes to be prejudiced against competency-based education. However, most institutions are having to become much more competency-based as their own accreditation processes require them to be much more outcomes-oriented and prove that their students deserve the credit and degrees that are being granted. If you can get an institution to use its own assessment tools to determine whether you qualify for transfer credit or prerequisite degree, you can give them an internal means to make a judgment about your inquiry. This may be done at the course or the program level.

Call Us. If you find that you have used this guide well and not been able to receive transfer credit or be admitted to a degree program for which you think the Antioch School credit or

degree ought to be honored, please call us. We may be able to give you additional guidance or intercede on your behalf.

Transfer credit **from other academic institutions** may be applied to Antioch School programs if a student can demonstrate that the competencies listed on the portfolio transcript have been met through learning apart from the use of our resources. For instance, projects done for other courses at other institutions may be posted in a student's e-Portfolio to demonstrate a particular competency related to a Leadership Series course. Many bachelor-level students will use entire courses from other institutions to satisfy their General Education requirements.

Often, attempts to transfer credit do not fit well with many parts of Antioch School programs because of its unique curriculum and competency-based approach. Few traditional Bible college and seminary programs have courses that match the competencies of the Antioch School programs. For instance, the Antioch School competency set related to Acts is not a detailed study of the history of Acts or the content of each chapter of Acts, but a biblical theology study of the narrative intent of the book of Acts to form a foundational understanding of the nature of the church.

Similarly, someone who has used our resources prior to enrollment in the Antioch School does not necessarily have to retake Leadership Series courses if they can demonstrate the corresponding competencies in their portfolios.

Requests for prior learning assessment will be considered in accordance with the "Ten Standards for Assessing Learning" from the Council on Adult and Experiential Learning (CAEL).

Students may not transfer credit into masters- and doctoral-level degree programs of the Antioch School. Students may transfer up to 50% of a bachelors-level degree program, but only in the areas of General Education and Free Electives.

Transfer credit may be used to fulfill the General Education and Free Elective requirements of bachelor-level programs. General Education requirements of bachelors-level programs may be satisfied in the following ways:

"Integrated Core"	Transfer Credit Examples	CLEP Tests (with score of 50)
Language: The Crucial Connection	Composition, Literature, College Writing, Linguistics, Communication, Speech, Advanced Foreign Languages	Analyzing and Interpreting Literature, English Composition, Freshman College Composition
Art: The Esthetic Experience	Art Appreciation, Art History, Music, Fine Arts, Painting, Literature, Sculpture, Theatre, Photography, Architecture	Humanities
Heritage: The Living Past	Civilization, Global Culture, History, Archeology, Classic Literature	U.S. History 1, U.S. History 2, Western Civilization 1, Western Civilization 2
Institutions: The Social Web	Sociology, Anthropology, Government, Political Science, International Affairs, Mass Media, Social Media	Social Sciences and History
Nature: Ecology of the Planet	Biology, Chemistry, Ecology, Zoology, Environment	Natural Sciences
Work: The Value of Vocation	Economics, Business, Ethics, Marketplace Studies	Human Growth and Development
Identity: The Search for Meaning	Life Development, Human Resources, Psychology, Anthropology	

FINANCIAL AID

Federal

The Antioch School does not participate in federal financial aid programs (Title IV Pell Grants, Perkins Loans, Stafford Loans, etc.) or military financial aid programs for various reasons, such as the extensive regulatory burden for administration and the difficulty of fitting the uniqueness of the Antioch School (truly church-based and competency-based) into the system.

Students may be eligible for federal financial aid through dual enrollment in other institutions that do participate in federal and military financial aid programs, such as enrollment in a community college for General Education and Free Electives.

Other Sources and Issues

Students may also be eligible for financial aid from other sources, such as employers and community organizations. Students may also receive financial aid from their own churches, church networks, or ministry organizations. Many denominations provide scholarships at the national, regional, and local levels for students seeking theological education.

Often, we hear from students who say that they can't afford to enroll in the Antioch School. Here are some questions about how to respond:

What is the real problem? It may be a matter of shepherding other issues, not just about the money.

Is money a smokescreen for another problem?

- Are you fearful of the workload?
- Are you intimidated by the academic level?
- Does your spouse not want the money spent?
- Is late notice an indicator of a character problem?

Is it really an issue of financial priorities?

- Can you afford expensive satellite/cable TV?
- Are you eating out or buying premium coffee too much (e.g. the "Four"bucks Syndrome)?
- Are you generally overextended financially?

Are you committed to leadership development?

- Are you still going to be involved in serious personal mentoring?
- Are you still doing the Leadership Series courses?
- Are you still doing portfolio assessment?
- Are you still being a leader in your church and committed to your development as such?

Are your church leaders mentoring you well?

- Do you need to be told to “suck it up?”
- Should you be “told” rather than “asked?”
- Are you focusing on the by-product of discipline and motivation when tuition is being paid?
- Are you addressing the real issues and answering the hard questions?

How might you find the money?

Family and Friends

- Have you made the need known to family and friends?
- Have you made it a matter of prayer?
- Have you asked for help?
- Have you inquired about loans rather than gifts?
- Have you approached an extended family member who likes to provide support to missionary-types?

Employers and Community

- Have you pursued employer continuing education funds (or matching contributions)?
- Have you checked into whether gifts can be made as charitable contributions to church (if not designated for mandatory use for student)?
- Have you considered loans?

Church

How should your church, church network, or ministry organization help? It seems only reasonable to ask “What is the role of church-based funding for your church-based theological education?” However, please note that a major reason why the Antioch School tuition is so low is because churches contribute greatly by offering church-based theological education programs. This is essentially a church-based scholarship or underwriting of the program.

These questions need to be asked by students and/or Local Mentors.

- Have you made the need known?
- Have you made it a matter of prayer?
- Have you asked anyone personally to give support to you?
- Have you asked whether church leaders might take an offering for you?
- Have you inquired about whether the church might build it into the church budget (Leadership development, Church planting, Missions)
- Have you tried to connect it as a “paid” internship on staff with the church?
- Have you approached those who make contributions to or decisions about allocation of short-term mission-type funding?
- Have you approached your denomination (local, regional, national) regarding their theological education or leadership development funding programs?

- Have you considered a program in which people sponsor a student for a month, year, or program (maybe even send pictures for the fridge)?
- Have you asked other students (perhaps they pay low cost twice to support one who can't afford to pay once)?
- Have you asked about establishing a loan fund (that you will repay in order to provide perennial support of students)?
- Have you approached Sunday School classes or small groups taking on support of students?
- Have you asked for payment of part of the program (Portfolio System, BILD Courses, Tuition half, first month, fourth year)?
- Have you already committed yourself to be generous as a future alumnus in support of other students?

APPENDIX

Exploding the Myths about DETC Accreditation
Don't Take "No" for an Answer

These documents were produced by Distance Education Accreditation Commission (DEAC) under their former name, Distance Education and Training Council (DETC).



Exploding the Myths

about DETC Accreditation

A Primer for Students

Exploding the Myths about DETC Accreditation: A Primer for Students

Prospective distance education students are faced with a bewildering number of choices in selecting an institution that is best suited to achieving their educational goals. They also face a confusing forest of institutions' promotional claims of being the best or most respected school.

This primer is intended to help the prospective student of an online or distance education school or college sort out the confusing claims made about accreditation and about different accrediting agencies. This guide will help dispel some common myths, and will help provide students with a basic understanding of what DETC accreditation is and how it can help them make a good choice of where to study.

In their quest for information on online institutions, would-be students often consult a number of sources, primarily from Web site searches. These searches may produce equally bewildering, and at times, unreliable and inaccurate information.

What is accreditation?

Accreditation assures students that an institution or program has met certain academic and ethical standards of quality. To gain wide acceptance in the United States, all accrediting associations need to be recognized by the U.S. Department of Education and/or to be recognized members of the Council on Higher Education Accreditation. A visit to either the Department of Education or the CHEA Web site listings of nationally recognized accrediting groups, one will see that the groups are divided according to their scope of accrediting activity, geographic region or subject areas.

How can I tell if an institution is accredited?

"Recognized" accrediting organizations provide public lists of the institutions they accredit. For a complete list of recognized accrediting organizations and access to their accredited institutions or programs, view the [CHEA Directory of Recognized Organizations](#) or visit the U.S. Department of Education's [Office of Postsecondary Education](#) Web site.

DETC, the other national accrediting bodies and the six regional accrediting associations share a common philosophy in regard to assessing institutional quality and effectiveness. They espouse, generally speaking, the same bedrock principles and use largely the same kind of qualitative standards to evaluate institutions and protect students. They each believe in peer review and in the philosophy that the two major goals of accreditation are to help students and the public make informed choices, and to help institutions improve. While they naturally are not all the same and do not all have the same level of experience or expertise in evaluating online learning, they all have a goal of helping students.

This guide is written to help the prospective online and distance student make sound choices that are well suited to their interests and needs.

Myth 1: DETC's accreditation process is not as rigorous as regional accreditation.

The reality is, DETC has specific, relevant, comprehensive standards and policies—crafted and perfected for more than a half century—aimed *solely* at the distance education enterprise. DETC evaluators gain access to online courses to validate that sound instructional practice is being consistently followed.

DETC reviews begin with submission of curricula, which is sent to multiple reviewers. In addition to the materials, reviewers evaluate online components of the courses to ensure sound instructional practice is being consistently followed. Their evaluation reports become part of the on-site review team's process, which allows the team to focus on verifying the reams of data provided in an institution's Self-Evaluation Report. While this process compresses the institution's site visit to a few days, the overall process takes many months.

DETC emphasizes the quality of the programs and the demonstration of **student learning**. DETC requires of each institution annual reporting on student satisfaction rates, course completion, program graduation rates and, when relevant, third-party test pass rates as part of a metrics-based outcomes assessment process.

DETC does a comprehensive review of its standards annually, and changes are issued every year. For example, in the last few years, DETC has implemented a new process for outcomes assessment, added a new readiness assessment process for applicants, and added new standards on the reputation of school owners, the use of accreditation from unrecognized accrediting agencies by applicant institutions, and the qualifications of faculty teaching general education.

Myth 2: Credits from DETC academic degree programs are not transferable to traditional colleges.

In reality, the standard principles of good practice, as published by CHEA and as endorsed by higher education groups like the American Council on Education and the American Association of Collegiate Registrars and Admissions Officers, state that acceptance of transfer credit from one institution to another is always left to the discretion of the receiving institution, and that transfer of credit is not guaranteed by any reputable institution.

These principles also hold that credits **should not be denied solely on the basis of the source of accreditation of the sending institution**. When receiving institutions follow these generally accepted principles of good practice in credit transfer, the acceptance of DETC institutions' academic credit is high. Some 70% of DETC graduates who attempted to transfer their credits report that they were successful.

Myth 3: Online programs offered by DETC institutions are of lesser quality than programs from regionally accredited institutions.

When compared to regional institutions, many DETC institutions use the same learning management platforms, the same textbooks, and have faculty with equivalent credentials. The criteria for evaluating faculty are the same, and in fact some faculty at DETC institutions contemporaneously teach at regionally accredited institutions.

Some universities accredited by DETC also hold dual accreditation with a regional body, and over the years they have reported DETC's process was *far more* thorough and stringent than the regional process in areas related to program review, consumer protection, business standards, succession planning and distance education.

DETC recognizes and appreciates the body of expertise and distinguished history of regional accrediting associations, and as such has chosen to compare academic degree programs offered by DETC institutions to similar degree programs offered by regionally accredited universities.

Before an institution can offer a new course, DETC requires an in-depth, content-focused review by a subject specialist—always a qualified faculty member at a regionally accredited institution (to ensure alignment with the curriculum standards at regionally accredited universities). Using a form that involves more than 250 questions, the subject specialist is able to make fair and precise judgments on the comparability of programs to regionally accredited institutions' curricula.

DETC institutions report annually on their student satisfaction rates. Some 97% of all students in **all DETC institutions** in the 2009 survey said **Yes** to the following survey question: “*Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started the course or program?*”

Myth 4: Regional accrediting groups have more experience in evaluating distance learning than DETC, and have “greater recognition” from the government.

DETC enjoys the same national recognition from the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA) as the regional associations. The criteria for recognition are identical for DETC as for the regional bodies. Neither the Secretary nor CHEA makes any distinction between the types of agencies being recognized.

The council's *sole function* is the evaluation of distance education, and DETC has been perfecting its standards and procedures for evaluating distance institutions for more than a half-century. DETC has conducted more than 1,500 on site accrediting reviews to **distance learning** institutions during the past 55 years, including several of the very largest distance institutions in the world.

Regional bodies, meanwhile, only recently have entered the field of distance accreditation.

Myth 5: Regional accrediting groups have stronger consumer protection standards than DETC.

DETC mandates a student-friendly, national, minimum tuition-refund policy for its members, as a part of its extensive consumer protection standards, found within in the *DETC Business Standards*. Regional bodies have no such minimum targeted for distance learning programs.

To protect the taxpayer, DETC institutions electing to participate in Title IV Federal Student Aid programs must follow, in addition to the *DETC Business Standards*, a separate set of **additional** standards—above and beyond what the Federal regulations require (e.g., the maximum annual revenues an institution may derive from Title IV is capped at 75% of their total revenues, not the 90% Federal law permits).

Of any accrediting association today, DETC has some of the most precise, prescriptive and comprehensive standards addressing advertising and promotional practices, targeted specifically toward distance learning. The *DETC Business Standards* address all aspects of promotional tactics, from honesty in advertising to prescribed language for enrollment forms and disclaimers for credit transfer.

Myth 6: All accrediting bodies are the same.

One only needs to do a cursory review of the Web site of each of the more than 20 recognized *institutional* accrediting organizations to ascertain the wide variety of approaches, standards and practices used.

The diversity of American higher education is attributable in part to the different evaluation approaches taken by each of the different accrediting associations. What sets DETC apart, and makes it unique, is the fact DETC is the *sole accrediting organization* staffed, organized and equipped to focus entirely on distance education as a method of teaching and learning. Distance education accreditation is not a sideline at DETC; distance education is the reason we exist.

Conclusion

We hope this guide has been helpful in giving some background on what distinguishes DETC from other accrediting organizations, and why DETC accreditation is an online student's best friend when it comes to making the right choice in where to study. So if you are trying to decide on an on-line or distance school, be sure to consider the advantages and protection you will get from enrolling with a DETC accredited institution:

- DETC accredited institutions **must** deliver on their promises to students to maintain their accreditation.
- Accredited status with DETC means students, parents, and members of the public can trust that knowledgeable educators and potential employers have reviewed the institution to ensure its programs offer students a quality education that will fulfill their goals.
- DETC has a rich and distinguished history dating back nearly 85 years. It has helped countless hundreds of institutions to become better, and has aided millions of students. It has helped protect the public from being misled by diploma mills.

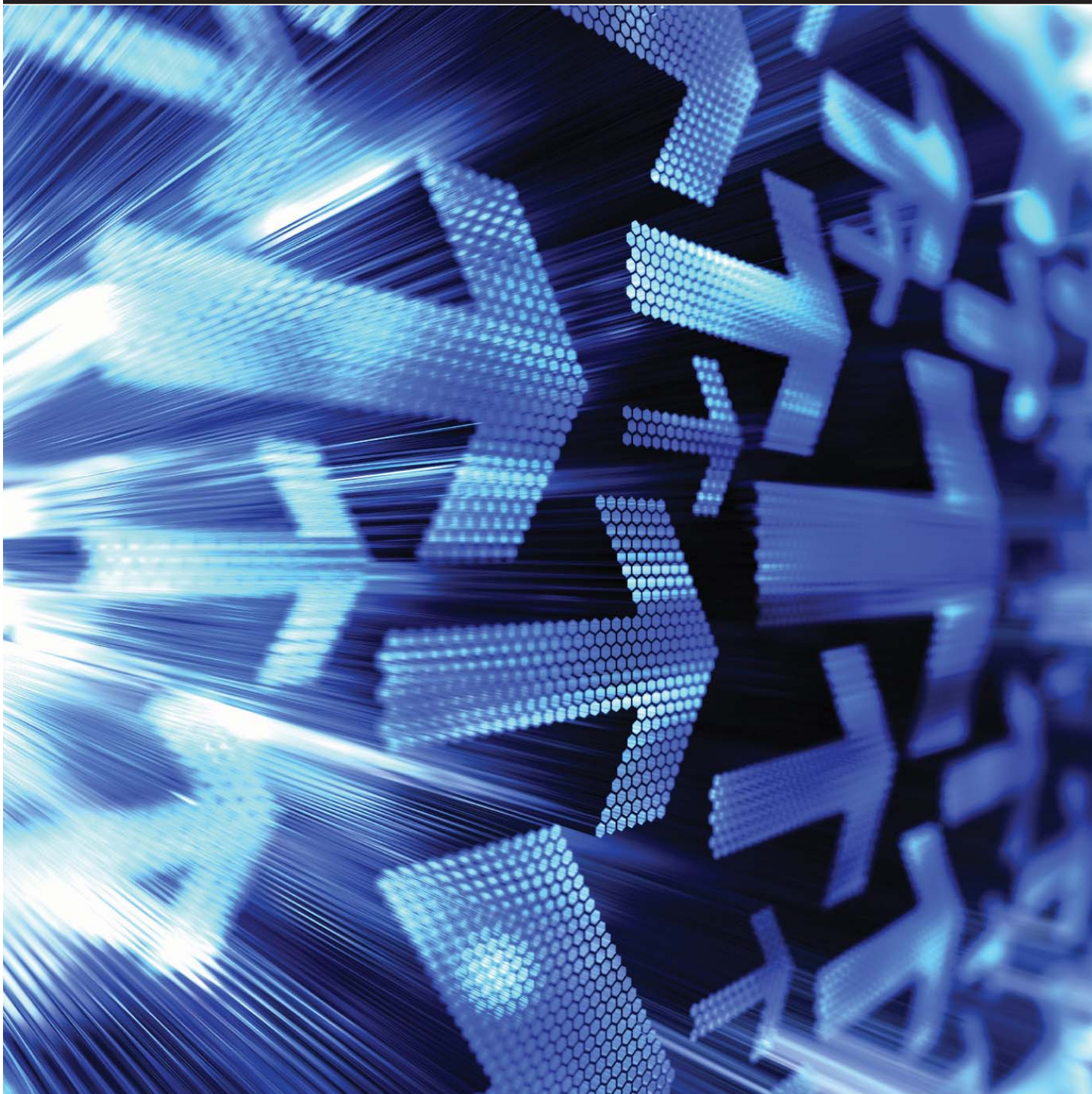
At the end of the day, what DETC is trying to do is help people like you gain a good education from a reputable distance education institution, and ensure you're treated fairly while doing so.

Distance Education and Training Council

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Don't Take
"NO" for an answer when trying to transfer
your credits or degree



Don't Take "No" for an Answer When Trying to Transfer Your Credits or Degree

If you are trying to transfer your academic credits or degree to another college or university, and they refuse to accept them, don't take "no" for an answer. Knowing how to state your case and presenting the right information may help you get positive results.

Acceptance of degrees or credits from DETC-accredited institutions is largely determined by the policy of the "receiving organization," e.g., an employer, a college registrar, etc. Each institution has its own unique set of requirements. Accreditation is important, but no school can guarantee their credits will transfer to another institution on the basis of the accreditation they hold. You should always check with the college or university you wish to transfer your credits or degree to *before* you invest time and money completing a course/degree program. And, it's always a good idea to get the transfer approval in writing from the receiving institution before you enroll.

There are several reasons a college or university may refuse to accept your transfer credits. None of these have anything to do with accreditation:

- Course content doesn't fit into the curriculum;
- Poor grades (grades of "D" or "F" don't transfer);
- You already filled all of your elective credits; and
- You already reached the limit of transfer credits allowed by the college.

Institutions should analyze credit accepted for transfer in terms of level, content, quality, comparability, and degree program relevance. They should not, however, reject credits or refuse to evaluate a transcript based solely on the source of accreditation of the sending institution.

How to Transfer Credits

You've completed several courses at a DETC-accredited institution and now you want to transfer the credits to another college or university to complete your degree. You've checked to see what the transfer policies are and you've gotten a copy of your official transcript and looked it over to make certain all the grades are accurate and up-to-date. Here are your next steps:

1. **Follow the correct transfer procedures.** Fill out the correct college application. Be specific where the transcript needs to go when providing the receiving institution's address.
2. **Know the requirements.** You should know: 1) what the core or general requirements are; 2) what the major departmental requirements are; and 3) if there are any residency requirements.
3. **Complete the application on time.** Neatness of any application does count. Double check deadlines, especially departmental deadlines.
4. **Get in touch with the Registrar directly.** Ask for a personal interview if possible. There may also be a transfer counselor you can contact.

5. **Follow-up with the admissions office.** You should not be shy about appealing a credit evaluation if credits are rejected. You might have to negotiate credit for each course you have taken. Get the e-mail address of the appropriate people and state your case forcefully.

Information Packet

In addition, sending an Information Packet with your application is very helpful. The Information Packet should include the following:

1. A cover letter explaining what you are sending (see example 1).
2. The "course syllabi" from the courses you have completed. If you don't have copies, contact the institution where you completed the courses and they may be able to send them to you.
3. A copy of the school's catalog with the courses you have taken clearly marked. Normally you can print this from the school's web site.
4. Course Equivalency Chart (see example 2).
5. A "Projected Academic Program" chart. Compile this to demonstrate you are familiar with the receiving institution's educational system (see example 3).
6. A recommendation letter from a former professor and/or instructor (see example 4)
7. A letter from the accrediting agency (DETC) (see example 5).

Degree Transferability

You've worked hard and earned a Bachelor of Science in Business Administration from a DETC-accredited university. You're ready to earn an advanced degree and have applied for admission into a Masters of Business Administration (MBA) program with a regionally-accredited university. The registrar at the university denies your application because you didn't earn your degree from a regionally-accredited university. Now what do you do?

Usually you have several options:

1. Ask the admitting university if they have an appeal process and how to submit a formal appeal.
2. Ask the registrar for admission on provisional or probationary status. Often if you earn a certain GPA in the admitting university's courses, you may be accepted into the program.
3. Contact the Department Dean to ask for an interview and be prepared to submit a portfolio of your work before a final decision is made.
4. If an institution gives credit for unaccredited course work, such as life or work experience, ask for the same review process for your **accredited** course work.

Explain to the registrar that the institution you received your degree from is accredited by the Distance Education and Training Council (DETC). See the information below concerning DETC's recognition.

Many times, registrars are not aware that DETC and regional accrediting agencies both meet the same standards required by the U.S. Department of Education and the Council for Higher Education Accreditation

Other Facts

There may be times when the receiving institution is hesitant to accept your credits strictly because the credits are not from a “regionally” accredited institution. Here are some facts you need to make them aware of:

DETC’s National Recognitions: The DETC Accrediting Commission is listed (and has been since 1959) by the U.S. Department of Education as a “nationally recognized accrediting agency.” It is also a recognized member of the Council for Higher Education Accreditation (CHEA). There are six regional accrediting agencies that are also recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). Along with the DETC, these agencies are “institutional accreditors,” which accredit degree-granting institutions through distance education.

Like the regional accrediting agencies, the DETC Accrediting Commission is reviewed periodically by the U.S. Department of Education to make certain it meets the criteria for federal recognition as published in Title 34 of the Code of Federal Regulations. These recognition criteria are the **same** for national as for regional accrediting agencies.

DETC and its accredited institutions are listed in the U.S. Department of Education’s database: The U.S. Department of Education also maintains a database that lists recognized accrediting agencies and the institutions they accredit. For the database of accrediting agencies and institutions, visit <http://ope.ed.gov/accreditation/>.

DETC and its accredited institutions are listed in CHEA’s Database: You may want to check CHEA’s Web site at www.chea.org to see which accrediting agencies CHEA recognizes and the institutions they accredit.

Higher Education Transfer Alliance (HETA): CHEA also maintains the Higher Education Transfer Alliance (HETA), a voluntary group of more than 400 accredited institutions concerned with the importance of student mobility, enhancing success in transfer of credit, and affirming the responsibility and prerogative of individual institutions with respect to acceptance of transfer credits. HETA is a Web-based directory of colleges and universities open to all institutions accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (USDE). Membership in HETA is entirely voluntary. HETA is not intended to, and will not constrain, institutional freedom or prerogatives with respect to acceptance of transfer credit. You may access the HETA directory at <http://www.chea.org/heta/default.asp>.

If All Else Fails

Should all of your efforts fail to transfer your credits or get your degree accepted at the institution of your choice, you have other options:

- Select *another* academic institution that will meet your needs and goals and apply to them. Going to an institution that participates in the Higher Education Transfer Alliance sponsored by CHEA increases the chances of credit acceptance.
- Apply to another DETC-accredited distance institution that offers programs which meet your needs. You will have your credits or degree accepted at any of them.
- Apply to another institution recognized by a “national” institutional accredited association. Visit www.crnac.org for a listing of the six “national” accrediting groups. Institutions accredited by any of these six associations are committed to the principle that they will not reject credits or degrees based solely on the source of accreditation of the sending institution.

Most graduates of DETC-accredited institutions who attempt to transfer their credits or get their degrees accepted at another educational institution are successful. At least seven out of ten are reporting success in their quest for credit transfer.

The most common reason DETC credit is not accepted is the credit that is being transferred does not meet the prerequisites for the receiving institution’s program, i.e., the courses completed are not in the required fields of study or are not at the desired level of senior division study, etc.

You should always let someone at the granting institution know if you are having problems transferring your credits or degree. DETC and its institutions are more than happy to help you solve this problem.

In today’s world, distance learning institutions—like those accredited by DETC—are able to follow their students wherever they go in the world, so when a student relocates to another city or country, the DETC institution follows them. This takes one common reason for needing to transfer off the table. And in recent years, many DETC institutions have been offering advanced degrees at the Masters, First Professional and Professional Doctoral degree levels. If earning an advanced degree is your goal, you have dozens of accredited DETC institutions from which to choose, and your degree and credits will be accepted without question at any of them!

Sample 1. Cover Letter

Dear Ms. Counselor:

To aid in your review of my previous academic credits from the XYZ Institution, I've enclosed the following information:

1. Transcripts from previous attended universities and institutions (official transcripts will be sent directly from the granting institutions);
2. Syllabi of courses taken at XYZ Institution;
3. "Course Equivalency Chart" with a table of courses taken at various colleges which are comparable to courses at your institution;
4. Copies of the Course Catalog from previous colleges attended;
5. My "Projected Academic Program" while attending your institution;
6. A "Letter of Recommendation"; and
7. A letter from the agency that accredits the XYZ Institution.

Please call me if you need any further information. Thank you in advance for your review.

Sincerely
John Smith, Registrar

Sample 2. Course Equivalency Chart

Awarding Institutions				Receiving Institution (XYZ Institution)			
Course #	Subject	Title	Cr. Hours	Course #	Subject	Title	Cr. Hours
Prince George's Community College							
104	MA	Elementary Algebra	4	121	MTH	Algebra & Trigonometry I	3
108	MA	Trigonometry	2				
110	MA	College Algebra	4	122	MTH	Algebra & Trigonometry II	3
106	EL	Technical Electricity	4	111	EET	Electric Circuits I	4
107	EL	Basic Electronics	4	112	EET	Electric Circuits II	4
115	PH	Applied Physics	4	241	PHY	Technical Physics	3
101	EN	English Composition #1	3	232	HUM	Technical Writing I	4
102	EN	English Composition #2	3	242	HUM	Technical Writing II	4
Montgomery Community College							
213	EET	Electronic I	3.5	114	EET	Solid State Electronic Devices	4
221	EET	Electronics II	3.5	116	EET	Electronic Circuits I	4
Maryland University							
103	ECON	Principles of Economics	3	351	SCE	Principles of Economics	3
101	PSY	General Psychology	3	352	SCE	General Psychology	3
200	MGT	Intro to Management	3	362	SCE	Intro to Management	3
101	SOC	Intro to Sociology	3	363	SCE	Intro to Sociology	3
104	ECON	Principles of Macroeconomics	3	471	SCE	Principles of Macroeconomics	3
220	COMT	Communication Syst. & App	3	481	CET	Digital Data Communications	2
301	MKT	Marketing Principles	3	482	SCE	Marketing Principles	3

Sample 3. Projected Academic Program

Bachelor of Electronics Engineering Technology		
Course No.	Subject	Cr. Hours
1st Semester		
MTH 111	Topics in Technical Math	1
EET 121	Electronic Circuits II	4
CET 121	Digital Electronics I	4
EET 122	Electronic Circuit Troubleshooting	3
EET 124	Symptoms in Electronic Circuits	3
MTH 231	Technical Calculus I	3
1 st Semester Total Credits Hours		18
2nd Semester		
CET 231	Digital Electronics II	4
EET 231	Network Analysis I	4
MTH 232	Technical Calculus II	3
EET 232	Solid State Circuit Design	4
PHY 241	Technical Physics	3
2 nd Semester Total Credits Hours		18
3rd Semester		
EET 241	Network Analysis II	4
CET 241	Advanced Digital Laboratory	1
CET 242	Microprocessor Theory and Applications	4
CET 351	Computer Aided Circuit Design and Drafting	2
EET 351	Electrical Power and Machines	4
CET 352	C-Language Programming	3
3 rd Semester Total Credit Hours		18
4th Semester		
EET 361	Electronic Communications I	4
EET 471	Control Systems	3
EET 473	Control Systems I Laboratory	2
PHY 351	Physics Laboratory I	3
EET 362	Electronic Communications II	4
4 th Semester Total Credit Hours		16
5th Semester		
EET 472	Control Systems II	3
EET 474	Control Systems II Laboratory	2
PHY 352	Physics Laboratory II	3
EET 482	Senior Design Project	3
SCE 353	Cultures Research Paper	3
5 th Semester Total Credit Hours		14

Sample 4. Recommendation Letter

To Whom It May Concern:

It is with great pleasure we recommend Mr. Michael Doe to your program. He completed his studies with us on September 1, 2008. His outstanding achievement indicates his ability and determination to advance in the electronics field. We believe Mr. Doe would be a valuable asset to your institution.

Mr. Doe enrolled in the Associate in Applied Science in Electronics Engineering Technology degree program on November 20, 2006. The XYZ Institute's program is offered to both beginners and advanced students of electronics. Special emphasis is placed on advanced mathematical techniques to allow the student to make engineering-level calculations in circuit design. Calculus, transient analysis, and differential equations are familiar tools to the graduate of this program.

I have known Mr. Doe for two years while teaching him many courses in electronics. His participation in advancing the material offered in the course was noted through his many suggestions and remarks.

I feel confident and proud to recommend Mr. Doe to advance his education with your institution. Please feel free to contact me at 232-232-2323 or e-mail me at jsmith@xyz.edu if you have any questions.

Sincerely

John Smith
Registrar

Sample 5. Letter from Accrediting Agency

Dear Mr. Jones:

This letter is to certify the XYZ Institute, in Cleveland, OH, is accredited by the Accrediting Commission of the Distance Education and Training Council (DETC) and is a member in good standing. The XYZ Institute was first accredited in 2000 and was recently re-accredited in 2005. It has been found to meet or exceed the Commission's published academic and ethical standards.

This means that the programs of instruction offered by this institution have been examined by independent objective subject matter experts and found to meet or exceed the Accrediting Commission of the Distance Education and Training Council's published academic and ethical standards. These standards require the institution's courses/programs to be equal to or better than a comparable course or degree program offered by a residential college or university accredited by an agency recognized by the U.S. Department of Education.

The DETC Accrediting Commission is listed (and has been since 1959) by the U.S. Department of Education as a "nationally recognized accrediting agency." It is also a recognized member of the Council for Higher Education Accreditation (CHEA). Like the regional accrediting agencies, the DETC Accrediting Commission is reviewed periodically by the U.S. Department of Education to make certain it meets the criteria for federal recognition as published in Title 34 of the Code of Federal Regulations. This recognition criterion is the same for national and regional agencies.

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

- U.S. Department of Education: <http://ope.ed.gov/accreditation/>
- Council for Higher Education Accreditation: www.chea.org

For more information on distance education and the DETC, visit our web site at www.detc.org.

Sincerely

Michael P. Lambert
Executive Director
Distance Education and Training Council

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Don't Take "NO"



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ANTIOCH SCHOOL
OF CHURCH PLANTING AND
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