

*NATIONAL CONFERENCE
ON ALLIED HEALTH
EDUCATION
FEBRUARY 22-24, 2012
ENCORE RESORT,
LAS VEGAS, NEVADA
(SEE PAGE 3 FOR DETAILS)*

Advantage

Accrediting Bureau of Health Education Schools

Winter 2012 Carol A. Moneymaker, Editor

Message from the Chair



DR. LINDA SWISHER

As this goes to press, we have just finished the holidays and ushered in 2012. The holidays conjure up such fond memories of family and I am particularly fortunate because my entire family lives in Sarasota, Florida. Our get-togethers are frequent, large in number, and often have four generations present. When formulating my thoughts for this article, I was struck by how similar the ABHES family of schools and programs is to my personal family. My family has members who are young, old, big, small, creative, progressive, conservative, tech savvy, and the list goes on and on. Similarly, my ABHES family has schools and programs that bring forward various talents and characteristics.

We have large multi campuses, single campuses, and individual programs. We have schools and programs that

have been with ABHES for many, many years; and newly accredited institutions and programs that have just joined our family. Some offer multiple curriculum options and others prefer the traditional classroom delivery systems. Additionally, they offer various levels of technology on campuses so that students are offered multiple resources and methodologies to enhance their learning. Every member of a family is unique and the addition of a new family member is celebrated and the loss of anyone is felt deeply. Another common element in this example is that, just like a family, the schools and programs care deeply about each individual member; be it student or staff member. Just like parents, they strive to make every member independent and successful. It is often a thankless job, but the reward is watching the pride of each, as they achieve their goals and become productive and contributing members of society.

I would like to express my sincere gratitude to everyone who

participates in the achievement of these precious dreams. The commitment and dedication that you demonstrate to our family is priceless.


May 2012 bring health and happiness to every member of the ABHES family. 

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Reporting New and Revised Programs to ABHES

In a bulletin dated January 24, 2012, ABHES provided guidance regarding the submission of various new and revised program applications. Although ABHES regularly announces new information on changes to its applications, accredited institutions and programs are advised to visit www.abhes.org regularly to assure use of the most current and correct applications.

All applications must be submitted within the six-week approval time period. For example, do not submit an Application for Substantive Program Revision on February 15, 2012, and identify the implementation date on the application as February 25, 2012. Failure to report and achieve approval for new and revised programs timely may cause adverse will have damaging consequences, including a potential impact on student financial aid funding. Moreover, an incorrect or incomplete submission may also result in multiple submissions.

The *ABHES Reporting Requirements for New and Revised Programs* details submission requirements and expectations. Institutional personnel are advised to review the requirements specific to the application required at www.abhes.org/forms/applications.

In order to facilitate a more effective submission, the following are recommended:

1. Submit the most current application via the ABHES webpage.
2. Complete an accurate application, including total clock hours; semester or quarter credit hours; length in weeks (day; evening; weekends); written (cover letter) narrative description to address new program rationale; reason and purpose for modifications, including administrative/faculty and Program Advisory Board rationale; or documentation of the school's policies and procedures regarding outside (preparation) hours.

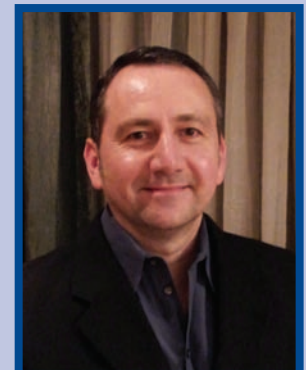
ABHES Welcomes New Staff Members

In July, ABHES welcomed two new staff members.



Amanda B. Ludwa serves as an accreditation coordinator. Her primary responsibility is coordinating site visits to applicant institutions and programs. She also serves as a staff liaison to the Programmatic Accreditation Committee for Surgical Technology (PAC-ST) where she assists with accreditation and credentialing matters. From 2005-2011, Amanda served as vice president of operations at the American Institute of Implant Dentistry, Washington D.C. where she led, developed, planned, managed, coordinated and evaluated Institute activities and initiatives. Amanda holds a Bachelor of Arts degree, College of Liberal Arts and Sciences, University of Illinois, Champaign-Urbana, with a double major in political science and psychology.

Thomas J. Cornacchia serves as director of curriculum and policy development. His primary responsibilities include consideration of new and revised program applications and overseeing programmatic accreditation and program advisory committees. He also serves as staff liaison to the Institute for Credentialing Excellence (ICE) and ABHES' Distance Education Committee. Tom was employed for six years by the Accrediting Commission for Career Schools and Colleges (ACCSC) and prior to that worked for the Accrediting Council for Independent Colleges and Schools (ACICS), where he had been employed since 1995. Tom holds a Master of Arts degree in Education in Student Development from American University, Washington, D.C., and a Bachelor of Science degree in management from St. Francis College, Loretto, Pennsylvania.



It has been a pleasure working with both Amanda and Tom over the past several months, and we know you will join ABHES in welcoming them to the ABHES family!



3. Submit all required exhibits as outlined in the respective application, including completed *Profile of Clock to Credit Hour Conversion Grid*.


4. Submit **one hard copy and one electronic (.pdf) copy** as one continuous document, including detailed bookmarks. All documents must be legible and all exhibits must be complete. The submission must be organized for ease of an electronic review. Please include a bookmarked table of contents as well as electronic bookmarks (including named exhibits) placed within the document in a manner that facilitates straightforward navigation and review of the response file.

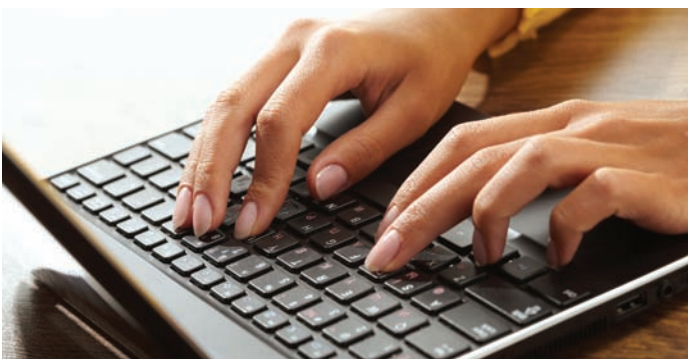
5. Demonstrate compliance with applicable program requirements as outlined in the *Accreditation Manual*.

Access to the forms and the grid described above, as well as directions relative to electronic submission requirements and the January 24, 2012, Bulletin, can be found by visiting www.abhes.org. **For questions regarding new or revised applications and submission requirements**, please contact Thomas J. Cornacchia, director of curriculum and policy development at 703.917.9596 or tcornacchia@abhes.org.

For questions regarding distance education (initial or expansion of), please contact Christy Baily-Byers, distance education and communications specialist, at 972.539.7599 or cbyers@abhes.org.

For questions regarding federal financial aid assistance and applicable calculations, school personnel are advised to contact their respective internal federal student aid specialists or their external federal case management team or other professional resources.

ABHES will continue to monitor policies and procedures regarding program submissions, including the review and evaluation of outside (preparation) hours. School personnel are advised to review and monitor the ABHES webpage for additional information. 




9TH ANNUAL NATIONAL CONFERENCE ON ALLIED HEALTH EDUCATION

FEBRUARY 22-24, 2012

ENCORE AT THE WYNN LAS VEGAS

Register today for this year's ABHES-sponsored conference! This year's conference includes:

- Complementary pre-conference breakout sessions
- Welcome reception
- 16 break-out sessions focused on those issues most current and relevant to allied health care education
- ABHES membership meeting, including commissioner elections
- Commissioners' Awards Reception & Ceremony
- Regulatory panel of experts in current federal and legislative issues affecting postsecondary education

Visit www.abhes.org to view the Preliminary Conference Program and to register. Space is very limited and the sleeping room block has, or will soon be, sold out. We look forward to seeing you at the conference! 

ABHES-Accredited Institutions and Programs Making a Difference!

This year, ABHES received nearly 40 nominations for its first-ever Community Service Recognition Award. The entries detailed the outstanding community service activities that positively impacted the schools' communities and student bodies. The selection committee had a herculean task in naming a winner; however, the outstanding efforts of the staff, faculty, and students of **Sanford-Brown College in Middleburg, Ohio**, impressed the judges and have been named the recipients of the first Community Service Recognition Award.

The following two ABHES-accredited institutions received honorable mentions for their exceptional service activities.

- **ECPI University, the School of Health Science, Medical Careers Institute in Richmond, Virginia**
- **Globe University in Madison, Wisconsin**

Join ABHES commissioners and staff in applauding the outstanding efforts of our community service award recipients at the 9th Annual National Conference on Allied Health Education Awards Ceremony.

Below are brief summaries of the three recipients' achievements followed by the accomplishments of several additional nominees, representing the breadth and depth of the impact of our schools and their students in the community. A description of all the nominees' service activities will be distributed at the conference.

COMMUNITY SERVICE RECOGNITION AWARD WINNER 2012: SANFORD-BROWN COLLEGE, MIDDLEBURG, OHIO

Sanford-Brown College (SBC) has partnered with the Cleveland Sight Center to perform vision screens on preschoolers on an on-going basis. Every Wednesday, 40-60 Sanford-Brown students volunteer their time at 10 different preschools across several counties to screen children's vision for possible eye disorders, diseases, and/or visual impairments. The week of October 17, SBC hosted a National Give Back Week and screened children in 50 preschools in just five days!

The project has made a tremendous impact in the Cleveland and Greater Cleveland communities and



Students at Sanford-Brown College participate in a training program to assist the visually impaired.

in the lives of the SBC student body. In 2010, the Sight Center was only able to screen 1,400 preschool children. Since September 2011, Sanford-Brown students have already successfully screened more than 1,600 children and will have screened more than 5,000 children by June of this year. The program has enabled SBC students to strengthen their communication and critical thinking skills and has taught them to be aware of potential health issues. Through training at the Sight Center, students have learned how to best assist a visually impaired person and have gained a greater sensitivity to what a person who has lost his vision may experience. Students describe the service project as "life changing."

HONORABLE MENTION, COMMUNITY SERVICE RECOGNITION AWARD 2012: ECPI UNIVERSITY, THE SCHOOL OF HEALTH SCIENCE, MEDICAL CAREERS INSTITUTE IN RICHMOND, VIRGINIA

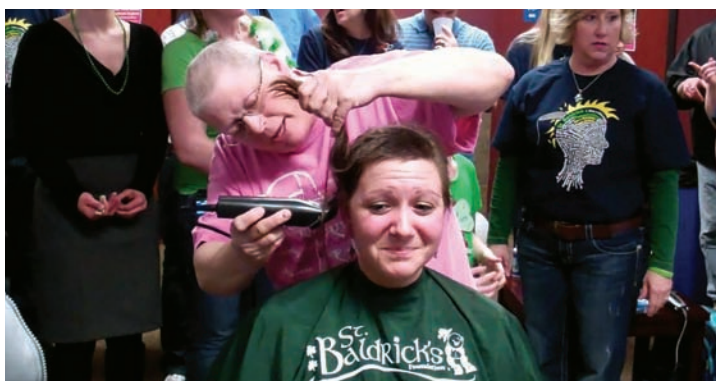
Faculty members created a student organization called ACT OUT that, among other positive initiatives, engages students in community outreach in the Greater Richmond community. Through ACT OUT, students performed vital community services throughout the year while learning to hold leadership roles and work as a team.

This year, ACT OUT formed a Medical Mobile Clinic and students traveled to local nursing homes to check patient vital signs, provide chair massages, create patient profiles, and assist the healthcare staff within the facility. In April, ACT OUT partnered with the Virginia Department of Health to organize a free Health and Awareness Day for the community on the ECPI campus. Medical administration students conducted check-in procedures and escorted participants to each station; medical assistant students took vital signs; and, massage therapy students provided chair massages. ACT OUT also donated food and water to feed more than 75 of Richmond's homeless during the "Cool Down at Monroe Park" event in 2011.

HONORABLE MENTION, COMMUNITY SERVICE RECOGNITION AWARD 2012: GLOBE UNIVERSITY IN MADISON, WISCONSIN

Students in medical assistant programs learn the procedures used in diagnosing a disease, such as cancer, but Globe discovered a way to help students reach out to help those suffering with cancer and to learn more about the person - not just the patient - behind the disease. Students were asked to interview either a cancer survivor or a caregiver of a cancer victim and then create a class scrapbook in their honor. In discussing how losing one's hair must be a traumatizing experience for cancer patients, a Globe instructor promised to shave her head and donate her hair to Locks of Love if her students raised \$1,500 for cancer research.

The class turned the project and the challenge into a campus-wide community effort that raised more than \$8,500 for cancer research and was attended by more than 200 students and community members -- 22 of whom shaved their heads in solidarity with cancer victims. In addition to displaying the scrapbook, students established an informational booth with contents from the American Cancer Society, exhibiting information



Cancer patient Gayle Hemberger-Lee shaves the head of Globe University student Melissa Gallun during the St. Baldrick's Day event.

regarding numerous types of cancer and encouraging people to seek out regular, routine preventive check-ups. Students also hosted panel discussions on the topic, facilitating question/answer sessions with cancer survivors.

A SAMPLING OF THE DOZENS OF OUTSTANDING NOMINEES...

Pima Medical Institute, Tucson, Arizona donated \$60,000 and provided 100 volunteers for Hope Fest, which provides dental and medical care, groceries, haircuts, and clothing and hygiene items to homeless, working poor and underprivileged families in Tucson. Pima students, faculty, and staff assisted with 600 dental procedures, provided 250 eye exams, fit 300 pairs of reading glasses, executed 40 podiatry exams, tested 150 people's blood sugar levels, checked 150 people's blood pressure, screened the lungs of 52 individuals, inoculated 120 people from the flu, and helped provide 25 physical exams. In all, nearly 15,000 people received much-needed medical care and resource services at the Hope Fest.

Students at the **Minnesota School of Business, Elk River, Minnesota**, organized and presented a workshop to update daycare providers on topics such as childhood obesity, vaccinations, food allergies and more. They focused on how societal changes, such as shrinking physical activity time, new technologies and a heightened use of sanitizers and food agents, are making new problems for kids. Daycare providers who attended the students' presentations were awarded 1.25 continuing education hours.

Heritage College, Oklahoma City, Oklahoma. X-ray medical technician and medical assisting students provided patient intake, lab assisting, phlebotomy and triage services to the "Health Alliance for the Uninsured;" personal training students volunteered at a local senior center to work with the elderly each Wednesday; and, massage students provide free chair massages at local charity events. Leading up to the holidays, Heritage organized a 12-day project called the "12 Days of Heritage Giving," during which the students collected money and items to donate to a different charity each day.

During the Health & Safety Fair hosted by **Lincoln College of Technology, Florence, Kentucky**, students and faculty tested vitals, provided blood pressure and glucose checks, assisted with dental screenings, and offered free chair massages for hundreds in the Florence/Northern Kentucky community. Additionally, 44 units of blood were donated to a local blood bank; thus saving more than 132 lives.

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Spotlight on Publishing

PEARSON LEARNING SOLUTIONS

ABHES highlights in its newsletter different publishing companies and what is new and exciting and that may be of benefit to ABHES-accredited institutions and programs.

Pearson Learning Solutions is part of the Pearson organization and a trusted partner to higher education institutions around the country, including private sector and career colleges. The content, technology, and services that Pearson provides are designed to increase enrollment, enhance student achievement, meet college accreditation standards, and promote growth in the healthcare workforce. They offer a wide array of print and digital resources for the health professions, with market-leading programs that personalize learning and are proven to improve student outcomes.

Pearson's innovative learning solutions support institutions in their efforts to:


- Increase student enrollment and retention rates
- Address regulatory challenges
- Manage educational costs
- Enable students to achieve success inside the classroom and beyond

NEW LEARNING TECHNOLOGY FROM PEARSON HEALTH SCIENCE

Medical Terminology Interactive	This online, super-charged study tool for learning medical terminology makes learning fun. Students learn in a dynamic, online environment that includes videos, animations, activities and more!
eMed	NEW APP! eMED is a mobile medical dictionary, anatomy atlas, and medical terminology study tool.
myhealthprofessionskit	Whether you are a student or an instructor, this website is your single source for online resources that accompany your Pearson Health Science textbook.
Electronic Health Records	Medcin® Student Edition is the electronic health records software that students use as they complete the hands-on exercises from their textbook.

- Offer continued education support and training throughout a students' career

In addition, Pearson's award-winning CourseConnect 2.0 courseware is now available for the iPad, allowing students and instructors to access customized course content and assessments anytime, anyplace. They have also partnered with Panopto lecture capture services to give instructors and students the ability to record, save, search, and share lectures and skills labs with just the click of a mouse. Panopto utilizes cost effective and easy-to-use recording technology to capture lessons that can be downloaded and reviewed on a computer, smartphone, tablet, and the iPad.

For more information on Pearson's customizable solutions and health science content, visit www.pearsonlearningsolutions.com. 

OUTSTANDING NOMINEES, CONTINUED FROM PAGE 5

WellSpring School of Allied Health, Kansas City, Missouri, has developed an ongoing relationship with the Kansas City, Missouri, Police Department (KCPD). Massage therapy students provide free massages for the numerous charity events the KCPD supports, including

the Special Olympics. In addition, KCPD officers have come to WellSpring regularly to receive free massages as part of a clinical study that revealed the positive benefits of regular massages reduced the stress levels of these officers.

Danville Regional Medical Center School of Health Professions, Danville, Virginia. DRMC students raced to support a variety of worthy causes this year. Radiologic Technology students raised \$3,500 for a 13-year-old diagnosed with leukemia; more than \$2,000 was

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A WORD FROM THE EXECUTIVE DIRECTOR

Health Education: A Higher Responsibility Than You Think?

CAROL MONEYSMAKER

Unless you have been traveling abroad for the last few years with no connection to the United

States, you undoubtedly know that these are critical times for education in this country. From elementary to higher education, the challenges are diverse and many. With allied health education programs continuing to increase on the radar as fields in which employment demand will surely continue to grow, a great deal of responsibility rests on ABHES as an accreditor, and on its accredited institutions and programs to successfully serve the students.

Enrollments are on the rise, particularly in short-term, one year or less, healthcare programs. The desire of institutions to serve at volumes rarely seen, and for prospective students to demand training so they can go to work, is likely unprecedented. I offer some tips, stemming from what we have observed at ABHES over the course of the past few years, that I hope may help your institution or program evaluate its ability to better ensure a quality education and eventual employment success for each student you admit.

(1) Involve your program advisory committees today. But first, be sure you have the necessary balance of professionals on each committee to evaluate the educational and administrative aspects of the program, to understand the current demands in the field on both program content and graduate need. What do the graduates need to know and how many graduates, in what timeframes, can that community reasonably employ?


(2) Implement regular meetings between program directors, admissions personnel and student

services personnel, which must include clinical experience or externship coordinators. The lack of a strong relationship among all parties may lead to devastating effects. For example, everyone is affected if the program director does not know the status of graduate employment outcomes, including employer satisfaction; or, the graduate placement personnel are given students who may have not been informed at the time of admissions that a credentialing exam would be required to work and are unprepared in both time and money.

(3) Make a commitment to review in a formal setting the ABHES accreditation standards with all management personnel, at least annually. Not only do the standards provide minimum expectations, ABHES accreditation requirements assist an institution in its continuous development and improvement towards educational quality.

(4) Develop effective relationships with your community, state regulators and member associations, federal regulatory bodies, and your accrediting agencies. Show off your institution's strengths and get the students seen and involved locally. Forming the right alliances and opening communication is a win for everyone.

We have much ahead of us in 2012 and I am confident of many great successes. So, I will get back to work and leave this edition of *The Advantage* as your tool to explore successes of ABHES-accredited institutions and programs, knowing there are many more to come. I thank a most wonderful Board of Commissioners and staff for a successful 2011! I am truly blessed to have their support.


Happy New Year and I hope to see you this month at the ABHES conference! 

OUTSTANDING NOMINEES, CONTINUED FROM PAGE 6

raised for Relay for Life; \$1,400 was raised for the Alzheimer's Walk; \$500 was raised for Juvenile Diabetes; and, enough money was raised to create an outdoor classroom/activity area for the pre-K and handicapped children at a local elementary school. Students also shared their

knowledge and skills through health presentations at the hospital and performing blood pressure and breast cancer screenings, and calculating BMIs at a community health fair. When an urgent plea for blood was made, students responded with 144 donations to DRMC's own Blood

Donor Center, which had a potential impact upon 291 patients!

Thank you again to all nominees for your outstanding work in your community. ABHES honors each of you! 

Engagement Metrics in Distance Education

DR. S. DAVID VAILLANCOURT



The quantification of learning to enhance the efficacy of the teaching/learning process has been a long-time goal of educators and psychologists. This activity gained substantial momentum when computers were introduced as learning tools during the last half of the 20th century. Especially in the past two decades, this pursuit has increased with computers facilitating teaching/learning across the Internet. As computer technology becomes more intertwined with pedagogy, the collection and analysis of data about these pedagogical practices is beginning to provide educators with accurate, predictive information about individual learners in specific courses on an institutional level. These new metrics will make individualized intervention possible across large institutions in real-time.

Baepler & Murdoch (2010) identified the phrase “academic analytics” to have been coined by the WebCT company (before its acquisition by Blackboard) and the term began to gain general usage in educational conversations in 2005. “Academic analytics combines select institutional data, statistical analysis, and predictive modeling to create intelligence upon which students, instructors, or administrators can change academic behavior” (Baepler & Murdoch, 2010). Many researchers, educators and institutions across the world are pursuing their own various forms of academic analytics. In recent years, John Campbell and Kimberly Arnold have implemented several pilot phases within the Signals project at Purdue University (Campbell, 2007; Arnold, 2010). Like the Signals endeavor, many of these projects are entering early implementation phases. The Engagement Metrics (EM) project is one such venture with a focus exclusively on behaviors and outcomes within the learning environment.


The EM project began in the summer of 2008 as a specialized, learning behavior, diagnostic tool for the post-secondary online instructional environment. There are two foundational premises for the EM project: (1) The social constructivist’s approach to teaching and learning is aptly suited for the online environment. (2) The learner’s behavior within the learning environment has significantly direct and predictive relationships to the learner’s academic success. Through multiple regression analyses, the learners’ behaviors are analyzed based on frequency, count, duration, sequence, efficiency and character count for behaviors each week, within each class.

The EM focuses primarily on student interactive (engagement) behavior and related outcomes. EM currently identifies four traditional interactive learning behaviors at the first level of the analyses: (1) student/teacher (2) student/student (3) student/content (4) metacognitive. Many different interactive behaviors have been recommended for this first level, but these four categories provide consistency with many familiar pedagogical approaches. Expansion beyond these four categories is expected as the project uncovers areas with the highest likelihood for profitable investigation.

Using this basic structure for data collection and analyses, multifaceted behavioral profiles can be customized for each week of each course. These are not generalized behaviors that go across the curriculum, but specific to that particular course, with that specific textbook, within that specific LMS, etc. Once the profile has been created from the specific statistics of that unique course, then current attendees’ academic behavior can be measured against it in real time and identify both positive and negative trends based on desired outcomes. A dashboard to be updated daily can be made available to the instructor, the student, the student’s advisor and/or other responsible educators within the organization. The next step will be to customize automated messaging to students, instructors and advisors to confirm the profitable behavior that is being exhibited and provide intervention where it is not. By focusing on the student’s current behavior in the learning environment (not past grades, not demographics, etc.), we can assist the student in maintaining, implementing and enhancing the most profitable academic behaviors for that specific class. The idea is simple; to provide the student with a customized “to do” list on a daily basis for the specific course being achieved. The daily list is based on a statistically confirmed behavioral profile for the highest success in that specific course, not a generalized set of “best practice” study principles.

The outlook is exciting. **Not only will Engagement Metrics provide statistically validated assistance to current students taking the class, but it will allow the educators to identify the most productive behaviors and corresponding instructional tools and practices.** Armed with this information, the educators can work on curriculum and delivery improvements. Additionally, by maintaining a rolling six month analyses, student behavior and performance with the ongoing improvements can be

updated on a continuing basis. This provides institutions with the opportunity to continuously improve curriculum and instruction using the same mechanism that provides real-time assistance to matriculating students.

EM is but one avenue being explored to provide new tools for improving the educational process. The data warehouses currently being assimilated and the multiple approaches to analyzing this growing storehouse of data will likely continue to overlap and share common ground as new types of information become apparent. As this new information continues to fill in the unknown spaces, the research community looks forward to integrating these now disparate avenues into a network of solid answers for future learners. 

Dr. S. David Vaillancourt
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ABHES Distance Education Committee

References:

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Baepler, P. & Murdoch, C.J. (2010). Academic Analytics and Data Mining in Higher Education. *International Journal for the Scholarship of Teaching and Learning*, 4(2) Retrieved from http://academics.georgiasouthern.edu/ijstol/v4n2/essays_about_stol/PDFs/_BaeplerMurdoch.pdf

Campbell, J. P. (2007). *Utilizing student data within the course management system to determine undergraduate student academic success: An exploratory study*. Unpublished doctoral dissertation, Purdue University.

Practitioners in Demand!

ABHES continues to request your help in securing program specialists in one of the three fields it accredits programmatically (**medical assisting, medical laboratory technology, and surgical technology**). Specifically, we are in need of individuals who are **employed practitioners** to ensure a continued pool of qualified and trained individuals to serve on site visit teams. A practitioner is defined by ABHES as:

“An individual who is currently and primarily employed as a healthcare-related specialist. Depending on the nature of the practice, this definition may encompass designations such as medical assistant, medical laboratory technician, and surgical technologist.”

Possible candidates may be obtained through your clinical site affiliations, places of graduate employment, and advisory committees. We understand that some of our accredited institutions may not offer one or more of the programs identified above, but we still request any assistance you can provide.




If you know of an individual that meets the definition of a practitioner and has the experience, credential(s), and ability to serve us on site visits, please provide the following information to ABHES:

1. Brief letter of interest
2. Current resume

3. Copy of credentials (e.g., CMA, RMA, CST, MT (ASCP), MT (AMT))
4. Signed Disclosure and Recusal Involving Actions Involving Potential Conflicts of Interest form
5. Completed Evaluator Area of Expertise checklist

Visit www.abhes.org, *Evaluator* link, to learn more about the minimum qualifications and training requirements to serve as program specialist, as well as to access the form and checklist identified above. Provide the website link to individuals within and outside of your organization whom you believe may be interested and qualified. Expense reimbursement and a small honorarium are provided for service as a program specialist. Participating on an ABHES evaluation team is an invaluable experience!

Staff will contact the individual directly regarding his or her eligibility and training requirements. For questions, contact Kelli Blocher at kblocher@abhes.org. 

Credentialing Reminders

The following are current policies governing candidacy for the Certified Medical Assistant (CMA (AAMA)) and the Certified Surgical Technologist (CST) exams:

American Association of Medical Assistants (AAMA) – CMA (AAMA)

Candidates who graduate from a medical assisting program that is not CAAHEP or ABHES accredited on the date of graduation but receives accreditation within 36 months of graduation are eligible to apply under Category 1 or 2, below.

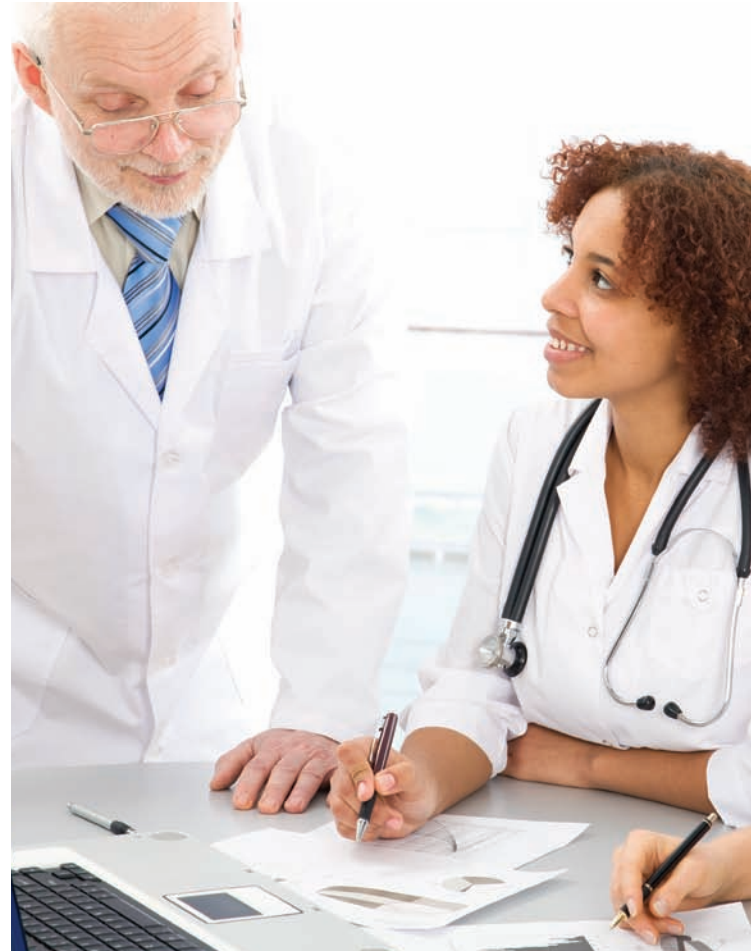
Category 1: Completing student or recent graduate of a CAAHEP-or ABHES-accredited medical assisting program.

You must have graduated from or are about to complete a medical assisting program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or by the Accrediting Bureau of Health Education Schools (ABHES). Completing students may take the CMA (AAMA) Certification Exam no more than 30 days prior to completing their formal education and practicum. Recent graduates are those who apply for the exam within 12 months of graduation.

Category 2: Non-recent graduate of a CAAHEP-or ABHES-accredited medical assisting program.

You must be a graduate of a medical assisting program accredited by CAAHEP or ABHES who is applying for the exam more than 12 months after graduation.

Visit www.aama-ntl.org for additional information.



National Board of Surgical Technology and Surgical Assisting (NBSTSA) – CST


Students enrolled at the time of the site visit will be considered graduates of an ABHES-accredited program, assuming the program becomes accredited.

Visit www.nbstsa.org for additional information. 

ICD-10 IMPLEMENTATION REMINDER

International Classification of Diseases, Tenth Revision (ICD-10) is part of a government mandate. In January 2009, the Department of Health and Human Services (HHS) published the final rule, with an ICD-10 compliance date of October 1, 2013.

What's Your ICD-10 Plan?

Although October 1, 2013, is more than 18 months away the best plans are those that are created and implemented early. Institutions with programs that include coding in its curriculum should start organizing an implementation plan with established timelines for curriculum changes now, and immediate implementation is most important if you offer a degree program as students entering currently will be affected by this change. 



What Do We Have to Look Forward to in 2012?

SHARON H. BOB, PH.D.

In 2011, a number of budget bills were passed that called for the reduction in discretionary spending in order to reduce the deficit. As a result, funding for students attending postsecondary education will be reduced in the 2012-2013 award year making it more difficult for students to be able to afford a postsecondary education. In 2012, we have another series of negotiated rulemaking sessions, which means more changes in the Direct Loan Program. The changes in Title IV funding that will take place for the 2012-2013 award year as well as some of the Department's proposals will be addressed in this article.

BUDGET CONTROL ACT OF 2011

The Budget Control Act of 2011 (P.L. 112-25) was signed into law on August 2, 2011. The Act made two changes to the Direct Loan Program. First, effective for loans made for periods of enrollment (loan periods) beginning on or after July 1, 2012, graduate and professional students are no longer eligible to receive Federal Direct Subsidized Loans. The annual loan limit for graduate and professional students remains at \$20,500, but this amount will be limited to Direct Unsubsidized Loans.

P.L. 112-25 terminates the authority of the Department of Education to offer any repayment incentives to Direct Loan borrowers to encourage on-time repayment of loans, including any reduction in the interest rate or origination fee, effective for loans first disbursed on or after July 1, 2012. As a result, the up-front interest rebate that has been provided to Direct Loan borrowers at the time of their loan disbursement will no longer be offered on any Direct Loan Program loan with a first disbursement date that is on or after July 1, 2012. However, the law continues to authorize the Department to offer interest rate reductions to Direct Loan borrowers who agree to have payments automatically electronically debited from a bank account.

CONSOLIDATED APPROPRIATIONS ACT OF 2012

On December 23, 2011, the President signed into law the Consolidated Appropriations Act of 2012 (P.L. 112-74), which significantly impacts the Title IV student assistance programs, as identified below:

- *Automatic Zero EFC Income Threshold:* The income threshold for an automatic zero expected family contribution (EFC) was reduced from \$30,000 to \$23,000 for the 2012-2013 award year for both dependent and independent students. The Central Processing System (CPS) has been updated and began processing FAFSAs for the 2012-2013 award year using the new automatic zero EFC threshold.

FUNDING FOR STUDENTS ATTENDING POSTSECONDARY EDUCATION WILL BE REDUCED IN THE 2012-2013 AWARD YEAR, MAKING IT MORE DIFFICULT FOR STUDENTS TO BE ABLE TO AFFORD A POSTSECONDARY EDUCATION

- *Ability-to-Benefit:* Students who do not have a high school diploma or a recognized equivalent or have not completed a secondary school education in a home school setting that is treated as a home school or private school under State law will no longer be eligible for Title IV federal student assistance if enrolled in a program of study on or after July 1, 2012. Students will qualify for Title IV under one of the ability-to-benefit alternatives if the student was enrolled in an eligible program prior to July 1, 2012.

The Department promises to provide further communication, including examples under which a student who was enrolled prior to July 1, 2012, would remain eligible under the ATB alternatives. What is not clear is the effective date. Does the effective date refer to the current program? Would a student who attended anywhere in any program prior to July 1, 2012 lose eligibility? What about a

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“WHAT DO WE HAVE TO LOOK FORWARD TO...”, CONTINUED FROM PG. 11

student who transfers into the institution on or after July 1, 2012? What does “enroll” mean – accepted, registered, attending?

- The Pell Grant annual maximum award will remain at \$5,550 for the 2012-2013 award year.
- The minimum Pell Grant award was modified. The new law establishes the minimum Pell Grant award for a student at 10 percent of the maximum award amount for the award year. Further, it eliminates the provision in which a student who would be eligible to receive a Pell Grant of between 5 and 10 percent of the award year’s maximum award would be eligible to receive an award of 10 percent of the maximum award. Instead, beginning with the 2012-2013 award year, students will not receive any Pell Grant award if they are not eligible for at least 10 percent of the maximum award for the academic year.
- Beginning with the 2012-2013 award year, the duration of a student’s eligibility to receive Pell Grants is reduced from 18 semesters (or equivalent) to 12 semesters (or equivalent). No current Pell Grant recipients will be grandfathered.
- For new Direct Stafford Loans for which the first disbursement is made on or after July 1, 2012, and before July 1, 2014, the interest subsidy provided during the six-month grace period provided to students who are no longer enrolled on at least a half-time basis is eliminated.

Questions yet to be answered include what is a “new” loan. Is it at the point of origination or is it the first disbursement?

COLLEGE COST REDUCTION AND ACCESS ACT (CCRAA) EXPIRES: INTEREST RATE INCREASES TO 6.8 PERCENT ON JULY 1, 2012, FOR SUBSIDIZED LOANS

On September 27, 2007, the College Cost Reduction and Access Act (CCRAA) phased-in cuts to the fixed interest rates on newly originated Subsidized Stafford Loans for undergraduate students. Under the CCRAA, interest rates on Subsidized Stafford Loans decreased from 6 percent in 2008-2009, to 5.6 percent in 2009-2010, 4.5 percent in 2010-2011, and 3.4 percent in 2011-2012. Without any change in the Higher Education Act, the interest rate for Subsidized Stafford Loans will change to 6.8 percent on July 1, 2012. Unsubsidized Stafford Loans

and all graduate level Stafford Loans have remained at a fixed 6.8 percent rate.

NEGOTIATED RULEMAKING BEGINS AGAIN: MORE CHANGES COMING!

On December 22, 2011, the Department of Education released its list of those chosen to participate in the student lending negotiating committee and the teacher preparation programs negotiating committee. As reported in *Inside Higher Education* of December 23, 2011, the number of negotiators without much experience in the details of financial aid and with a history of activism on student aid issues has raised concerns in the higher education community that the Obama Administration may have its own agenda. It was reported that the Department had conceded that the issues were largely technical, but ED officials believe that consumers should be protected during the negotiations.

On December 23, 2011, Chairman of the House Education and Workforce Committee John Kline (R-CA) and Subcommittee Chairwoman Virginia Foxx (R-NC) sent a letter to Secretary of Education Arne Duncan requesting details about how the Department of Education selected its panel of negotiators for the upcoming negotiated rulemaking session. “We are writing to express strong concerns regarding the Department’s planned negotiated rulemaking to address student loan program issues.” Chairman Kline and Subcommittee Chairwoman Foxx have requested that the Department respond no later than January 6, 2012. Chairman Kline and Chairwoman Foxx continue to wait for a response from ED.

On January 9, 2012, the student loan committee began negotiated rulemaking with a list of proposed topics on student loan issues. The 22 issues were accepted by the committee. More than 20 additional topics were proposed for debate, but only five additional topics were accepted by the committee: two topics relate to conforming Perkins Loan regulations to Direct Loan provisions and three topics relate to FFEL lender disclosures for borrowers having difficulty making payments. For more information about the negotiators and the committee topics, go to the October 28, 2011, notice in the Federal Register:

<http://www.gpo.gov/fdsys/pkg/FR-2011-10-28/html/2011-27982.htm>


KEEP ABHES INFORMED!

It is essential that key accreditation contact personnel keep ABHES informed of significant changes at your institution (see Chapter III, Section B, of the *Accreditation Manual* posted at www.abhes.org regarding reporting of changes requirements). Failure to report planned changes may result in an adverse action against your institution or program.

Further, ABHES wants to ensure key accreditation personnel who should see important updates from ABHES are receiving them. This includes:

- Institutionally accredited:
On-site president/director
- Programmatically accredited:
On-site president/director & applicable program director (MA, MLT, ST)

If the e-mail address of key personnel responsible for accreditation compliance, such as those noted above, has changed within the past year and you have not been receiving notices from ABHES electronically, it is likely you are no longer in our system. It is also essential that those key personnel distribute the notices from ABHES to those affected within the organization.

While ABHES sends all important notices by mass e-mail, please be sure to visit regularly www.abhes.org to keep current! 

ABHES WELCOMES THE FOLLOWING NEWLY ACCREDITED INSTITUTIONS AND PROGRAMS. CONGRATULATIONS TO EACH ON YOUR ACHIEVEMENT!

INITIAL INSTITUTIONAL

- Azure College - Miami Gardens, FL
- NexCare Health Care Training Institute - Westland, MI
- Xavier College - Stockton, CA

INITIAL MEDICAL ASSISTING PROGRAMMATIC

- Brown College - Mendota Heights, MN
- Everest College - Dallas, TX
- Everest Institute - Houston (Bissonnet), TX
- Everest Institute - Houston (Greenspoint), TX
- Everest College - McLean, VA
- Everest College - Ontario, CA
- Everest College - Los Angeles, CA

- Everest Institute - Detroit, MI
- Globe University - Grand Chute, WI
- Herzing University - Kenosha, WI
- Lincoln Technical Institute - Lincoln, RI
- Rasmussen College - Appleton, WI
- South Hills School of Business & Technology - State College, PA
- Stone Academy - East Hartford, CT
- Virginia College - Augusta, GA

INITIAL SURGICAL TECHNOLOGY PROGRAMMATIC

- Brown Mackie College - Boise, ID
- Brown Mackie College, Greenville, SC
- Harris School of Business - Voorhees, NJ
- Salter School of Nursing & Allied Health - Manchester, NH


90/10 CALCULATIONS COULD REVERT TO 85/15

On January 23, 2012, Senator Dick Durbin (D-IL) held a forum in Chicago, IL, which focused on the marketing and recruitment practices of for-profit colleges. He indicated that when he returned to Washington, DC, he would introduce legislation to modify 90/10. Two veterans testified at the forum and described their experiences as students at two for-profit colleges and both stated that they were encouraged to borrow private education loans.

Holly Petraeus, assistant director of Servicemember Affairs at the Consumer Financial Protection Bureau, was most critical of the

90/10 rule and supported Senator Durbin's plan to close the loophole that incentivizes schools to recruit military students.

Senator Durbin introduced a bill on the day of the forum that would change the 90/10 standard to 85/15, and include all federal funds in the 85 percent of the calculation. Protecting Our Students and Taxpayers (POST) Act would "strengthen" the definition of federal funds to include G.I. bill funds, Department of Defense Tuition Assistance benefits and all other federal funds.

It is unlikely that the bill will advance through the Republican House. However, this bill should be monitored. 

News from the American Medical Technologists (AMT)



Happy New Year! As we look forward to 2012, AMT would like to let you know of new and exciting changes:

Application Status:

Students can now use their applicant ID# to check the status of their application online. The ID# is provided in the initial acknowledgement letter mailed by AMT. The online feature updates the status as AMT receives and processes information. It also lists outstanding or pending items.

Student Membership:

Now your students can conveniently sign up for AMT student membership directly online. They can visit: www.americanmedtech.org and click on the AMT Store at the top of the navigation bar. The fee can be paid either by credit card or by printing the invoice and submitting it with a check. School orders are welcome! Students should sign up as above and print the invoices. The school should collect the invoices and send them all to AMT with one check.

Student Forums:

Beginning in January, students will be able to find valuable information, form virtual study groups or network online with other students across the country. This feature will be available on the AMT website.

Practice Exams:

Coming in Q1 2012! Practice exams will include many more questions which are randomized and change every time the student takes the exam. A great confidence booster to help them prepare!


Online Applications:

Coming in 2012! Students will be able to apply directly online and should be able to upload most documents.

Computerized Testing:

AMT strongly encourages that students consider taking the certification exam online instead of via paper/pencil. There are many benefits and reasons for doing this, including a valuable outcomes report for the school.

We value your support very much and hope to work more closely with you over the coming years. Best wishes for a joyous and prosperous

2012! 



REMINDER!

RESPONSES TO ON-SITE EVALUATION REPORTS MUST BE SUBMITTED ELECTRONICALLY

As a reminder, all responses to On-Site Evaluation reports must be submitted electronically to ABHES, as **one** continuous Portable Document Format (.pdf) file on a USB drive or a Compact Disk (CD). An e-mail transmission is **not** acceptable.


Prepare the .pdf file using Adobe Acrobat 6.0 Standards (or higher version) software. Any security features in the .pdf document **must** be disabled and other file formats will **not** be accepted.

Failure to adhere to the specific instructions posted at www.abhes.org/forms "Preparing Your Institution's Response" will result in the return of the submission to the institution and the assessment of a late fee in accordance with Appendix K of the *Accreditation Manual*. Failure to submit the information timely may result in delay of the application or an adverse action.



ASSOCIATION OF PRIVATE SECTOR COLLEGES & UNIVERSITIES NAMES NEW PRESIDENT

Former Congressman **Steve Gunderson** joined the Association of Private Sector Colleges & Universities (APSCU) on February 1, 2012, as president and chief executive officer. During his Congressional career, he was an advocate for life-long learning. He led efforts to provide access to higher education assistance for non-traditional students. Following Congress, he spent nine years as a strategic planning and communications consultant. During this time, he was the lead author of *The Jobs Revolution*. Most recently, he led efforts at the Council on Foundations to create a new era of public-private partnerships through The National Fund for Workforce Solutions and other philanthropic partnerships enabling more of America's citizens to access education and training.

At the time of his selection, Gunderson stated, in part "Private sector colleges and universities play a central role in ensuring men and women can receive the skills and training they need to excel in the job market, while also balancing work and caring for their families. I look forward to joining the academic leaders representing institutions that span our nation in the effort to prepare more Americans to excel and help move our country forward." 



ABHES SCHEDULE OF EVENTS

February 2012 through July 2012

- 📁 Commission & Committee Meeting Dates
- 🗓️ Conference & Workshop Dates
- 📅 Important Postings & Due Dates
- ➔ Travel Cycle Start & End Dates
- ☺️ Holidays/Office Closures

MONDAY, FEBRUARY 20, 2012

- ☺️ President's Day (Office Closed)

TUESDAY, FEBRUARY 21, 2012

- 🗓️ Accreditation Workshop, Las Vegas, NV

WEDNESDAY, FEBRUARY 22 – FRIDAY, FEBRUARY 24, 2012

- 🗓️ 9th Annual National Conference on Allied Health Education, Encore, Las Vegas, NV

SATURDAY-MONDAY, MARCH 9-11, 2012

- 📁 Standards Review Committee meeting, Fort Lauderdale, FL

MONDAY-TUESDAY, MARCH 26-27, 2012

- 📁 Annual Report Committee meeting, Charlotte, NC

MONDAY, APRIL 16, 2012

- 📁 Commission Meeting (via online meeting)

FRIDAY, APRIL 20, 2012

- 🗓️ Accreditation Workshop, St. Louis, MO

TUESDAY, MAY 1, 2012

- 📅 Self Evaluation Report (SER) Deadline for renewal applicants

*NEW SCHEDULE - SER due date for INITIAL **Institutional** applicants submitting application between June and July 2011; INITIAL **Programmatic** applicants submitting application between August 2011 and January 2012

MAY 1, 2012

- ➔ First Travel Cycle Ends

FRIDAY-SATURDAY, MAY 19-20, 2012

- 📅 Staff Meeting Retreat (Location TBD)

MONDAY, MAY 28, 2012

- ☺️ Memorial Day (Office Closed)

MONDAY-FRIDAY, JUNE 11-15, 2012

- 📁 Preliminary Review Committee Meeting, Falls Church, VA

MONDAY, JUNE 18, 2012

- 🗓️ Accreditation Workshop, Mandalay Bay, Las Vegas, NV

TUESDAY, JUNE 19, 2012 (sessions below tentative)

- 🗓️ Program Specialist Evaluator Training Workshop
- 🗓️ Team Leader Evaluator Training
- 🗓️ Surgical Technology Evaluator Training

WEDNESDAY-FRIDAY, JUNE 20-22, 2012

- 🗓️ Association of Private Sector Colleges & Universities (APSCU) Convention, Las Vegas, NV (Mandalay Bay Resort)

WEDNESDAY, JULY 4, 2012

- ☺️ Observance of Independence Day (Office Closed)

SUNDAY-TUESDAY, JULY 15-17, 2012

- 📁 Commission Meeting (McLean, VA)

FRIDAY, JULY 27, 2012

- 📅 Annual Report Posting Date

AT A GLANCE:

The ABHES Commissioners and Staff

COMMISSIONERS

Executive Committee

Chair:

Dr. Linda W. Swisher

Elected Seat 7 -

Commissioner at Large: Retired, Program Director, Sarasota County Technical Institute, Sarasota, Florida

Past Chair:

Guy Euliano

Elected Seat 6 - Commissioner at Large: President, Tri-State Business Institute, Erie, Pennsylvania

Vice Chair:

Florence Tate

Appointed Seat 4 - Commissioner at Large, Concord, Massachusetts

Secretary:

Michael Schafer

Elected Seat 1 - Academician in a Healthcare related area: Vice President of Academic Affairs, Health Strategic Unit, Career Education Corporation, Hoffman Estates, Illinois

Treasurer:

Dr. Kevin L. Kirk

Elected Seat 2 - Administrator in a Healthcare related area: President, Community Care College Tulsa, Oklahoma

Jim Buffington

Elected Seat 3 - Ownership Representative: President, Career Networks Institute, Costa Mesa, California

Dr. Nancy Houston

Appointed Seat 6 - Public Member: North Atlantic Treaty Organization (NATO), Norfolk, Virginia

Janet Jefford

Appointed Seat 7 - Baccalaureate Degree Representative: Director of Institutional Effectiveness, Goodwin College, East Hartford, Connecticut

Randy Nikola

Elected Seat 4 - Ownership Representative: President, Healing Mountain Massage School, Salt Lake City, Utah

John (Jack) A. Yena

Appointed Seat 5 - Public Member: Chairman of the Board of Trustees and President Emeritus, Johnson & Wales University, Providence, Rhode Island

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