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Advantage

Accrediting Bureau of Health Education Schools

Spring 2011 Carol A. Moneymaker, Editor

Cover Photo by Michael Cooney

ABHES Achieves Recognition by the NBSTSA

By letter dated May 5, 2011, from the National Board of Surgical Technology and Surgical Assisting (NBSTSA), the Accrediting Bureau of Health Education Schools (ABHES) has been awarded continued recognition. This recognition advances ABHES from provisional recognition status. The NBSTSA recognition means that programmatic accreditation of Surgical Technology programs by ABHES continues to afford graduates the ability to sit for the Certified Surgical Technologist (CST) examination. The NBSTSA is accredited by the National Commission for Certifying Agencies (NCCA) for its administration of the CST certification, a credential required in some states to work as a surgical technologist.

Report of the Commission Chair

DR. LINDA SWISHER



Spring is here; and at ABHES, it is as if the growth and blossoming that is associated with that season has been constant throughout the year. Sixty-five institutions and programs were awarded initial accreditation in 2010 and we congratulate each one of them! The growth has been so phenomenal that we now have four additional staff members to accommodate the increase in membership and ensure that service and accreditation reviews remain exemplary. Welcome

aboard new staff members Christy Baily-Byers, Pete Etchells, Patricia (Trish) Laughlin and Holly Viar!

The increased growth has also necessitated the addition of three new commissioner positions. The new commissioners, who are soon to be elected and appointed for terms beginning July 1, 2011, will add valuable perspectives to ABHES and assist with the ever-increasing responsibilities of the Commission.

For those of you who were unable to join us in New Orleans for the annual conference, you missed a real gold standard event. I had the

continued on page 4

Join us for ABHES' 9th Annual National Conference on Allied Health Education

February 22-24, 2012
Encore Resort and Casino
Las Vegas, Nevada.

A Word from the Executive Director

CAROL A. MONEYSMAKER




With another year well upon us, it seems the struggles of career colleges have peaked to an all time high. However, those of you serving postsecondary education for 15 years or more realize this path, slightly changed by the economic climate, has been taken before. We met those challenges and I am confident we will do it again.

To regress and look more broadly, the past year has brought about great devastation reaching far beyond our relatively small universe of postsecondary education and accreditation. Deadly earthquakes abroad, tornadoes in several states, recent flooding, and ongoing war claiming so many young lives, have been in the news we awake to daily. To this end, ABHES-accredited institutions and programs have been there to lend health care support locally, and monetarily abroad. Some ABHES-accredited institutions, and their students and staff, have been affected and our hearts go out to them. ABHES is a call away, so please let us know what we can do to help.

On a high note, ABHES has successfully achieved recognition from the National Board of Surgical Assisting and Surgical Technology (NBSTSA) allowing students and graduates of ABHES-accredited surgical technology programs access to the Certified Surgical Assisting (CST) exam! We look forward to a continuing and growing relationship with the NBSTSA. As I write, and as Dr. Swisher discusses more in her article, ABHES is anticipating its appearance before the National Committee on Institutional Quality and Integrity (NACIQI), and we look forward to achievement of both continued recognition and an expansion of scope to accredit through the bachelor's degree by the U.S. Secretary of Education.

In this edition of *The Advantage*, we have attempted to include pertinent and current information on pending federal regulations affecting ABHES-accredited institutions and programs. Keep in mind that ABHES, as an accrediting agency, is not in the position of advising members on federal matters, only as the issues impact accreditation requirements. However, we have and will continue to solicit guidance from experts in these matters, and strongly encourage you to make direct contact with your regional office for the Department of Education with specific questions. Relative to the issue of academic credit, which does impact ABHES requirements, on April 4, 2011, I distributed a bulletin entitled *Academic Credit* in an effort to clarify ABHES' academic, documentation and reporting requirements. The Bulletin, which includes the pending federal regulations as an appendix, is posted at www.abhes.org/news.

Finally, many thanks to those who submitted school news articles for publication. We had quite a response, and I regret not being able to fit them all. Wonderful success stories and news! I hope that you enjoy this latest edition of *The Advantage*. 

8th Annual National Conference on Allied Health Education in Review

This year's **National Conference on Allied Health Education**, held February 9-11, 2011, in New Orleans, was ABHES' most highly attended conference to date with 320 attendees and 45 exhibitors.

ABHES welcomed **Dr. Judith Eaton**, President of the Council on Higher Education (CHEA), as its Annual Membership Meeting special guest speaker. Her thoughts regarding the future of accreditation and the increasing role of the government, were focal points of her comments.

Commissioner elections were held and incumbent, **Dr. Kevin Kirk**, president of Community Care College in Tulsa, Oklahoma, was elected to serve his second, three-year term on the ABHES Commission. We appreciate the great interest and thank the other nominees for their time and desire to serve ABHES.

During the year-end report, it was noted that ABHES executed a new **Accreditation Manual** that:

- separates institutional and programmatic requirements;
- enhances policies, procedures and standards throughout;
- enhances programmatic standards for Medical Assisting, Medical Laboratory Technology and Surgical Technology, building upon education standards applicable to all programs, found in Chapter V;
- introduces newly-developed program-specific standards

(Pharmacy Technology and Dental Assisting), also building upon Chapter V; and,

- provides revised various appendices.

In addition, there were changes approved to the ABHES **Bylaws** that:

- add two commissioner seats, bringing the total on the Commission to 13;
- move the chair's term from one year to two years;
- add additional standing committees -- Annual Report, Distance Education and Preliminary Review;
- clarify committees have no decision-making authority; and,
- clarify Virginia law rules relative to accreditation standards, bylaws or disputes.

Following the business meeting, Robert and Joanne Johnson, of the California Association of Private Postsecondary Schools (CAPPS), presented a special session regarding important legislative updates in the State of California.

The opening session for the national conference honored **Connie Garland**, former ABHES chair and commissioner, who passed away last year. Special thanks to Rizert & Leyton for their sponsorship of the video tribute to Connie and to those who submitted photos, making this truly memorable. Visit www.abhes.org to view this uplifting tribute to our friend Connie.

Marcus Engel presented this year's conference keynote speech, along with his seeing-eye companion. Marcus shared his moving and motivational journey after surviving a near fatal car accident and the vital role healthcare workers played in his mental and physical recovery. His inspirational story can be found in our conference links posted at www.abhes.org.



This year's 18 breakout sessions covered topics broadly ranging from up-to-the-minute federal regulatory change to dietary myths, online instruction in healthcare, and managing the multigenerational classroom. Leaders of the accredited credentialing bodies recognizing ABHES graduates (**AAMA, AMT, ATI, NBSTSA and NCCA**) shared strategies to promote the benefits of credentialing among students and to successfully guide students through the credentialing process.

During its awards ceremony, ABHES awarded the 2011 **Richard Luebke Sr.** Scholarship to **Steven Metcalf**, a student in the Medical Laboratory Technician program at D.G. Erwin Technical Center in Tampa, Florida. The runner up, **Shevell Flowers**, Medical Assistant student at Anthem College in Maryland Heights, Missouri, was also awarded a scholarship.


David Martinez, supervisor, William Beaumont Hospital, El Paso, Texas, was honored with the Distinguished Evaluator Award for his role on site visits and sincere commitment to the accreditation process. **Dr. Sandra Yelverton**, a former ABHES commissioner who retired from the Alabama Department of Education in Montgomery, Alabama, was honored with the Distinguished Service Award for her decades of service to ABHES.

ABHES partnered with **Elsevier** to honor the Winning Practices

of the Master Teacher 2011 Award to **Toni Bethel**, Medical Assistant program instructor at Community Care College in Tulsa, Oklahoma. An honorable mention was presented to **Devone Turner**, pharmacy technician instructor, Heritage College, Oklahoma City, Oklahoma.

The ceremony concluded with the recognition of 52 ABHES-accredited institutions and programs achieving zero standard violations during their on-site evaluations in pursuit of ABHES accreditation -- a remarkable feat. Congratulations to all!

The Board of Commissioners' Reception featured New Orleans' own renowned Louis Ford and His New Orleans Jazz Fair Band. Colleague and friend **Norma Ford**, who lost her battle with ovarian cancer last year, was remembered for her tireless work and dedication on behalf of students. David Pyle, president of American Career College, where Norma worked for many years, spoke eloquently of her accomplishments and how this truly wonderful woman still fills the hearts of all she touched.

The conference was a great success, spirits were high, and there was noticeable optimism regarding the future of postsecondary education and the training of health care professionals. 

School NEWS!

A STORY OF COURAGE

KAREN E. CARTER



I am a 2010 graduate of **Heritage Institute**. I was a 50-year-old surgical technologist looking to make a change in my life. I had just moved to Jacksonville, Florida, and had no friends or family in the area. My husband was in Iraq and my adult children lived in Georgia. I had no clue what I wanted to do with myself. One day I was watching TV and a commercial came on for massage therapy at Heritage Institute. I had always been interested in massage therapy and thought that

it would be interesting to just go and look around the school and ask some questions. I just went for information but I was so impressed with what I saw that before I knew it I was sitting in orientation getting my uniforms and books. That was the beginning of a very challenging, very successful, 15 months.

My first mod was a real challenge. It had been a while since I was in school, and I had to blow the cobwebs off of my brain. But Hieka, my instructor, was wonderful. She made the class interesting and fun.

What made my experience at Heritage unique is that in my third mod I was diagnosed with breast cancer. At the time, my instructor was Jayson Johnson. His classes were always fun and interesting, so much so that even during the worst of my treatment I tried my best to make it to class. I knew Jayson would say and do something to make me laugh. The faculty members were always kind and compassionate. Anytime I needed to take off for my chemotherapy, they were very understanding. My classmates were

also very encouraging. They made me feel so comfortable that walking around with a bald head went from embarrassing to normal. There were times when I was so sick that Jayson let me just lie on the table with my eyes closed and just listen to the lecture. I couldn't participate, but I took in the information and was able to retain it. There was one time when I was in so much pain that I went up to the clinic. They let me lie down in one of the rooms where I cried for about an hour. After I got myself together, I dried my eyes and went back to class. Anything I needed to get through my training, Heritage's staff made it happen.

I have been cancer free for a year now. Now I work at The New World Day Spa and Salon as the head massage therapist. I love my job and I thank the Staff at Heritage Institute for getting me through one of the most difficult times in my life. I will never forget Heritage.

Heritage Institute, Jacksonville, Florida, has been institutionally accredited by ABHES since 2008.

“REPORT OF THE CHAIR,” CONT'D FROM PG. 1


privilege of meeting many of you for the first time and reconnected with some old friends from past years at the conference. The opportunity to network, exchange ideas and problem-solve with colleagues who share common goals in healthcare education all across the country is a unique experience. I encourage every accredited institution and program to take advantage of this opportunity to interact with the leaders in your field. Additionally, the speakers, workshops, and other activities were outstanding and we received wonderful feedback from the evaluations. Next year we are going back to Las Vegas, on February 22-24. You will not want to miss this event, so mark your calendars now!

Just as each member of ABHES

must be reviewed periodically for accreditation renewal, so must ABHES be reviewed periodically by the U.S. Department of Education (Department) for continued recognition. Our application is in the review process and all documents in response to the preliminary staff analysis of our petition have been submitted. We have enjoyed the opportunity to share with the Department. We value this time to reflect upon the goals that we have successfully achieved for the students and graduates of our accredited institutions and programs. It also provides ABHES with the opportunity to review our benchmarks for present goals, solidify our vision for the future and highlight our commitment to the improvement of healthcare education and the tools we use to validate

student competency. We are proud of the institutions and programs that we accredit and applaud their dedication to quality education, training and successful employment; and, we enthusiastically embrace the opportunity to shine for the Department. I consider this process a chance instead of a challenge.

ABHES will appear before the National Advisory Committee on Institutional Quality and Integrity (NACIQI) in early June.

I thank the staff, Commission, and all of our accredited institutions and programs for making this yet another glowing year for ABHES. Enjoy your summer! 

In a Graduate's Own Words

ALICE BASINGER

"To President Stewart, the distinguished faculty and staff of **Everest Institute**, graduates, family, and friends, I wish you a good evening. I am a 2009 graduate of Everest Institute. It is an honor to join in congratulating Everest Institute's 2010 graduates!

I would like to share a little about myself with you. I am a mother of four children; one of whom was diagnosed with T-Cell Acute Lymphoblastic Leukemia January 2, 2002.

It was in my son Jordan's 2nd year of chemotherapy that I had a dream that I could take the knowledge of my son's condition and go and learn more about the medical field and start a career with the education that I receive.

Everest was the perfect decision for me. I was able to go to my classes, take care of my children and gain the knowledge and education to start my career. I admit there were struggles, as my son had to go through a total of 3 1/2 years of chemotherapy and some classes were missed. Everest worked with me on my absences, which made it possible to achieve my goal. I had impeccable instructors who taught the skills it takes to care for people and the desire to have the compassion for doing so.

I am now working as an In-House Medical Examiner for Portamedic. I use the skills and education I learned from the Institute everyday. I know as the recent graduates prepare to go into the field, they are ready for what comes ahead. The goal of having a career in the medical field is one not to be taken lightly.

One has to work and strive to have success. Everest provides that opportunity, but it is up to you to make it happen. As you leave here and go on to your endeavors, know that it is a job in itself to go out and find the place where you will utilize your skills.


It all starts with a dream to attain an education, today is proof that you have succeeded in paving your road to success. The road does not stop there; now is when you go out and show those employers who you are and what you are capable of.

Opportunity is missed by most people because it is dressed in overalls and looks like work. -Thomas Edison

As I stand here in front of all the family and friends of the graduates in this room, I can just see and feel the joy that this event has brought to everyone's lives, as it did mine.

I am proud to be an Everest Institute graduate, and I hope as you graduates leave Everest, you feel energized, empowered, and optimistic as new challenges and opportunities await you.

What lies behind us and what lies before us are tiny matters compared to what lies within us. -Ralph Waldo Emerson

To each of you, congratulations. I hope the best for you now and always!" 


Everest Institute has been accredited by ABHES since 1985 and currently holds Medical Assisting programmatic accreditation.

A NEWLY ACCREDITED INSTITUTION WITH ZERO VIOLATIONS!



Annenberg School of Nursing (ASN), Reseda, California, underwent the ABHES accreditation process last year. Our school received a "zero violation" report and one "exceeds standard" in the area of student satisfaction. We received a lovely plaque in recognition of this achievement at ABHES' annual conference, and it hangs proudly in our entry way.

The Annenberg School of Nursing is located on the campus of the Los Angeles Jewish Home

(Home) in Reseda, CA. The Home is our parent company and also the largest provider of long-term care in the state. ASN faculty assist Home employees (Skilled Nursing Licensed Staff) in the area of education by providing in-service education to the staff in several areas such as infection control, medication administration procedures and documentation. 

Annenberg School of Nursing, Reseda, California, has been institutionally accredited by ABHES since 2010.

NEW EVALUATOR ALERT – WE WANT YOU!!!

Educators and practitioners in numerous healthcare disciplines, distance education specialists and team leaders continue to be in high demand at ABHES. It is essential to continually maintain a large pool of trained and experienced individuals to serve on visitation teams in the following specialties:

Cardiovascular Technology (CVT)

Dental Assisting (DA)

Diagnostic Medical Sonography (DMS)

Massage Therapy (MT)

Medical Assisting (MA)

Medical Laboratory Technology (MLT)

Medical Resonance Imaging (MRI)

Nursing (PN, RN)

Pharmacy Technician (PT)

Phlebotomy Technician (PLT)

Radiologic Technology (RT)


Surgical Technology (ST)

We are anxious for program directors, faculty, and externship or placement coordinators to encourage practitioners at their externship sites to become involved in the accreditation process. **Practitioners are the greatest in demand for the three fields ABHES accredits programmatically (MA, MLT, ST)! Please encourage part-time or evening faculty, who may practice as well, and advisory board members to become involved in the accreditation process and recruit their colleagues, too.**

If you are interested in exploring serving as an on-site evaluator for ABHES, please review the policy statement, “*The Importance of Evaluator Training*,” which provides information such as minimum qualifications and training requirements to serve as an ABHES evaluator (<http://www.abhes.org/content/show/40>). Note that

ABHES has two travel cycles per year – typically January through May and August through October.

If you feel you would like to serve ABHES as an evaluator, please complete the ***Evaluator Area of Expertise Checklist and Disclosure and Recusal Concerning Actions Involving Potential Conflicts of Interest forms*** (<http://www.abhes.org/content/show/39>) and return them, along with current curriculum vitae to evaluator@abhes.org, or contact Kelli Blocher at kblocher@abhes.org.

Thank you for your consideration. We appreciate any assistance you may provide ABHES as we strive to enhance our evaluator database, likely one of the most important aspects of the accreditation process. 



Net Price Calculator Requirement

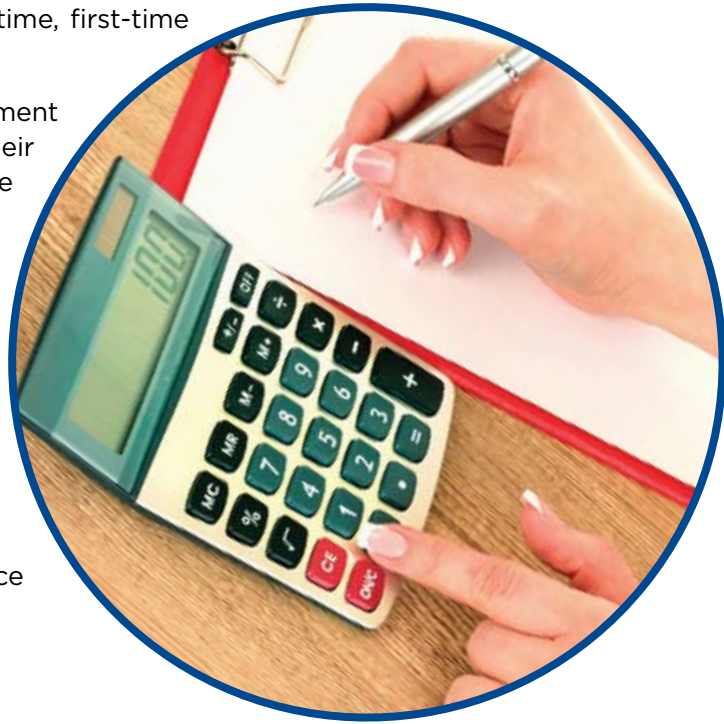
As a reminder, in accordance with the *Higher Education Opportunity Act of 2008* (HEOA), by October 29, 2011, each postsecondary institution that participates in Title IV federal student aid programs must post a net price calculator on its website that uses institutional data to provide estimated net price information to current and prospective students and their families based on a student's individual circumstances. The net price calculator is required for all Title IV institutions that enroll full-time, first-time degree- or certificate-seeking undergraduate students.

Institutions may meet this requirement by using the U.S. Department of Education's Net Price Calculator template or by developing their own customized calculator that includes, at a minimum, the same elements as the Department's template.

The template uses a "look-up" table populated with data from the FAFSA applications database to identify a median Expected Family Contribution (EFC). Median EFC is then matched with the median grant and scholarship aid amount entered by the institution for the corresponding EFC range to determine the student's estimated amount of total grant aid. Estimated net price is calculated by subtracting estimated total grant aid from the estimated total price of attendance.

For additional information on the Department's Net Price Calculator, visit:

http://nces.ed.gov/ipeds/resource/net_price_calculator.asp. 



ABHES and Distance Education


CHRISTY BAILY-BYERS

DISTANCE EDUCATION AND COMMUNICATIONS SPECIALIST, ABHES

It is a pleasure and a privilege to be a new member of the ABHES team. Thank you for your warm welcome at the annual conference in February and over the past several months. I have thoroughly enjoyed getting to know our membership and learning more about the outstanding work of our institutions and programs, particularly with regard to online learning.

After developing and teaching both residential and online courses for 20 years, it is easy to recognize the many benefits of distance learning, as well as the unique challenges it can pose, particularly to the adult learner. I have been most impressed with ABHES' commitment to distance education and its focus on continuous improvement; our commissioners, staff, accredited institutions and programs, and evaluators take great care to ensure the quality of the institutions and programs ABHES accredits.

In June, several of ABHES' distance education specialists will come together to learn more about the Commission's expectations and directives relative to the evaluation of online coursework and share their experiences with one another. Members of the ABHES Distance Education Committee will lead group discussions during the Distance Education Evaluator Workshop, June 5, from 8 a.m. to noon, and will then meet to review ABHES' current distance education standards and procedures. The committee will also discuss the impact of the increased demand for distance education in the marketplace, technological advances in software and platforms, and impending changes from the Department of Education on ABHES' distance education evaluation processes.

If you have an issue that you would like to bring to the Distance Education Committee's attention or are interested in becoming a distance education evaluator, please contact me at cbyers@abhес.org. 

Incorporating Electronic Health Records Training Into Your Curriculum

JENNIFER CAMPBELL

At **Community Care College**, we are passionate about providing our students with a comprehensive education, including skills that translate seamlessly to their future careers. One of the challenges facing educators today is the incorporation of new technologies into the curriculum. We want to make sure that our students are well prepared for the technology-related tasks ahead of them, such as entering and manipulating EHRs (Electronic Health Records).

According to a survey conducted in February 2011 by GfK Roper for Practice Fusion, an open access, web-based EHR software, 49 percent of patients reported that their physician used an EHR during their last office visit. Since this method of data collection relies on patient report, there may be a greater amount of medical offices using EHR software to care for patients.

We can incorporate these skills into our curriculum, using the strategies of collaboration, inquiry-based learning, and process-based learning to prepare our students to use this technology.

COLLABORATION

Collaborating with your librarian or learning resource specialist can yield optimal results in new digital resources to support your program. These information professionals are trained to seek out the best resources and strategize with instructors to get the optimal educational benefit from resources. Information professionals can work with instructors to train students in information literacy, the process of finding, using and evaluating information.

INQUIRY-BASED LEARNING

Inquiry-based learning occurs when the student has a genuine information need and develops his own method for finding and evaluating the information. Through Practice Fusion, a free, online EHR software, our students are able to create accounts and practice using test medical data during inquiry-based learning. This type of open learning is guided and structured, ensuring that the student receives training in the most critical functions of the software.


PROCESS-BASED LEARNING

For most effective inquiry-based learning, a guide or an assessment tool is used to help students use the software effectively. With this type of learning, students are retaining not only content, but also a process or methodology. The instructor may demonstrate a specific feature on a screen in a computer lab setting or provide a specific step-by-step assignment for online students. An assessment tool such as a checklist or a rubric can be used to guide students through the software at a comfortable pace. At the end of

the learning activity, the student will have retained a process which can be repeated using different information or even a different EHR software, with some practice.

Practice Fusion offers a free academic login to students and instructors and is web based. We chose this software for its affordability and ease of use. An iPad App is available with an additional download.

REFERENCES:

“Survey: 3 in 4 Patients Say Computers Help Their Doctors Deliver Better Care.” EMR Electronic Medical Records | Free Web-based EMR Software. Web. 22 Mar. 2011. <<http://www.practicefusion.com/pages/pr/survey-3-in-4-patients-say-computers-help-their-doctors-deliver-better-care.html>>. 

Community Care College has been accredited by ABHES since 1998 and currently holds programmatic accreditation for its Medical Assisting program.

Accreditation Workshop Reminder

ABHES offers accreditation workshops at least four times per year. This workshop provides an overview of ABHES policies and procedures. Instruction will also be provided on the accreditation standards, the Self-Evaluation Report (SER), and site visit preparation. The workshop is typically separated between institutional and programmatic applicants, seeking an initial or a renewed grant of accreditation, who are interested in learning more about the accreditation process. The ABHES Commission mandates that a representative from each campus attend the Accreditation Workshop within one year of submission of the Self-Evaluation Report (SER).

Visit www.abhes.org/events to learn more about the workshop schedule.

remember



Credit Hour Definition for Federal Funding Purposes

SHARON H. BOB, PH.D.

Please note that this article is for informational purposes and does not constitute legal advice. Schools should consult with their counsel regarding any questions on the credit hour definition.

The awarding of credit hours has traditionally been left to postsecondary institutions, and specifically the faculty members of these institutions. The role of accrediting agencies has been to review credit assignment of courses in programs; however, agencies have not performed the task as carefully as the U.S. Department of Education would like. In fact, when the Office of Inspector General (OIG) auditors reviewed the accrediting agency's oversight of the assignment of credit for three regional accrediting agencies, it alleged that the three regional accrediting agencies under review had no minimum standards for overseeing the institutional assignment of credit hours. Specifically, the OIG found that the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools had accredited an institution whose programs included courses with more credit hours than the courses were worth. [It should be noted that HLC had uncovered the problem at the institution and had directed the institution to re-evaluate its credit assignments.]

As a result of the Department's concerns about credit assignment, which impacts the amount of federal financial aid awarded, the program integrity final rules released by the Department of Education on October 29, 2010, effective July 1, 2011, included a definition of "credit hour" for "federal funding purposes." The Department's rules also modified the federal conversion formula applicable to non-degree programs that do not transfer into degree programs that were at least two academic years in length. The Department of Education claims in its Dear Colleague letter of March 18, 2011, (GEN-11-06) and throughout the preamble of the final regulations that the regulations "do not intrude on core academic decisions made by institutions and their accrediting agencies..."

34 C.F.R. 600.2 defines a "credit hour" as "an amount of work presented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than -

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student

work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, or other academic work leading to the award of credit hours."

This inclusion of this definition in the program integrity rules has generated many questions and concerns about assigning credit hours in accordance with 34 C.F.R. 600.2:

- How does the institution identify "seat time" for online programs?
- Does the institution need to document outside preparation?
- What programs are subject to the definition found in 34 C.F.R. 600.2?

The Dear Colleague Letter (DCL) of March 18, 2011, shed light on these questions:

First, the institution does not have to use the concept of "seat time" for determining the amount of work in assigning credit hours for Federal purposes. "Credits may be awarded on the basis of documentation of the amount of work a *typical* [emphasis added] student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated by the amount of academically engaged time for a typical student."

Second, in determining the amount of academic work that equates to a semester hour or a quarter hour, the institution must be able to quantify out-of-class work, such as homework, or research, as well as other in-class activities, such as assigned study groups. To meet the required definition, the institution must determine the amount of work a typical student would perform to equate to not less than one hour of class and two hours of outside preparation for approximately 15 weeks for one semester or trimester hour of credit or 10 to 12 weeks for one quarter hour of credit. Since the credit hour is expected to be a reasonable approximation of minimum

“CREDIT HOUR DEFINITIONS...”, CONT'D FROM PG. 9

amount of work that would equal 45 hours worth of work for a semester hour (1 hour of class plus 2 hours of outside work X 15 weeks = 45 hours) and 30 hours worth of work for a quarter hour (1 hour of class plus 2 hours of outside work X 10 weeks = 30 hours).

Third, the programs that are subject to the definition found in 34 C.F.R. 600.2 are (1) those that are at least two-academic years in length and provide an associate degree, a bachelor's degree, a professional degree, or an equivalent degree as determined by the Secretary or (2) nondegree programs in which:

“Each course within the program is acceptable for full credit toward that institution's associate degree, a bachelor's degree, a professional degree, or equivalent degree as determined by the Secretary provided that:

- (A) The institution's degree requires at least two academic years of study; and
- (B) The institution demonstrates that students enroll in, and graduate from, the degree program.”

What about programs that are not at least two-academic years in length or do not transfer to a degree program that is at least two academic years in length and the institution cannot demonstrate that students are enrolled in and graduated from the degree program and the program is not required to be offered in clock hours? The program would be subject to the federal conversion formula, which is defined in 34 C.F.R. 668.8(l) as:

- A semester hour must include at least 37.5 clock hours of instruction;
- A trimester hour must include at least 37.5 clock hours of instruction; and,
- A quarter hour must include at least 25 clock hours of instruction.

However, if the institution's accrediting agency has not identified any deficiencies with the institution's policies and procedures for assigning credit or in their implementation for determining credit hours, the institution may combine work outside of class and clock hours of instruction to meet the 37.5 or 25 clock hours of instruction for a credit hour. If the student's work outside of class combined with the clock hours of instruction meet or exceed the 37.5 or 25 clock hour requirements, the conversions may be based on the number of clock hours of instruction as follows:

- A semester hour must include at least 30 clock hours of instruction;

- A trimester hour must include at least 30 clock hours of instruction; and,
- A quarter hour must include at least 20 clock hours of instruction.

So in converting to credit hours, if an institution can document sufficient outside preparation (i.e., homework), then the institution may use 30 clock hours or 20 clock hours of instruction to determine the number of credits under the conversion. For every semester hour, the institution would need to have 30 clock hours of instruction and 7.5 clock hours of outside preparation or 37.5 hours. For every quarter hour, the institution would need to have 20 clock hours of instruction and 5 clock hours of outside preparation or 25 hours. In either case, outside preparation would need to be documented (textbook readings, projects, research).

When must a program be delivered in clock hours?

- When a program is required to measure student progress in clock hours when receiving Federal or State approval or licensure to offer the program (NOTE: This does not apply if there is a State or Federal approval or licensure requirement that a limited component of the program must be in clock hours (i.e., practicum, internship, or clinical experience);
- When completing the clock hours is required for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue;
- The credit hours awarded are not in compliance with the definition of a credit hour in 34 C.F.R. 600.2; or,
- The institution does not provide the clock hours that are the basis for the credit hours awarded for the program.

What is the role of the accrediting agency?

The final regulations put the responsibility on the accrediting agencies to determine whether the credit hour assignment made for each course by the institution meets the minimum requirements for federal funding purposes.

According to the DCL, the final regulations require an accrediting agency “to conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours by:

- Reviewing the institution's policies and procedures for determining the credit hours;

Update on State Authorization Rules

GREG FERENBACH
DOW LOHNES PLLC

In order for an institution to be eligible to provide Federal student aid, it must be both authorized by a state and accredited by an accrediting agency recognized by the Secretary of Education. Historically, the U.S. Department of Education (Department) has not defined state authorization, and indeed many states have operated with minimal authorization requirements. More specifically, the Department has only required that an institution be authorized by the state where it is physically located; that is, its main campus and any branches (non mains) or additional locations that are physically within the boundaries of another state. However, the Department's final regulations effective July 1, 2011, now not only create additional state obligations for the approval of residential institutions, but also significantly increase the regulatory obligations for institutions delivering education across state lines. For the purpose of this update, we focus on the implications on institutions delivering education to students in other states.


Under the Department's new regulations, institutions that offer online programs across state lines must be able to demonstrate to the Department that they meet the approval requirements of the states where they enroll students, to the extent they are required to do

- Reviewing the application of the institution's policies and procedures to its programs and coursework;
- Sampling credit hour assignments; and,
- Taking actions that it deems appropriate to address deficiencies that it identifies.

Institutions are beginning to evaluate their programs and accrediting agencies are beginning to publish standards. In the meantime, the American Council on Education has sent letters to the Department of Education and to the Hill requesting a delay implementing the credit hour rule. We cannot count on a delay and need to plan a July 1, 2011, implementation date.


so under applicable state law. Failure to demonstrate compliance with this requirement could render students residing in states where the institution is required by state law to be authorized, and where it has not done so, to become ineligible to participate in the Title IV Federal student aid programs.

The new regulations have caused considerable confusion among institutions that provide distance learning programs and have prompted the Department to issue two "Dear Colleague Letters (DCL)." In March, the Department postponed enforcement of the new rule until July 2012 (GEN-11-05). Then, in April the Department released a second DCL (GEN-11-11) that, in many respects, reverses guidance given in the March DCL. Most importantly, the most recent DCL states that, so long as an institution is making a "good faith" effort to obtain state authorization as required, the Department will not take action against that institution for a failure to be properly authorized in any given state before July 1, 2014. The Department also emphasized it will eventually develop a comprehensive directory of state requirements to allow jurisdictions to clarify their requirements. However, the latest DCL is not intended to encourage institutions to relax and emphasizes a school cannot ignore a state requirement to seek approval.

Overall, the latest DCL represents progress for those facing challenging deadlines, but does not remove the obligation for schools to understand and comply with various state requirements. 

Founded in 1918, Dow Lohnes is a national law firm with expertise across a wide range of disciplines with offices in Washington, DC; Atlanta, GA; and Norman, OK.

Whether a program is subject to the federal conversion formula or the new definition of credit hour, the Department of Education is insisting on having institutions quantify the amount of work students participate in while enrolled in each course of a program. Thus the academic judgments used in the past for assigning credits will no longer be appropriate for federal funding purposes. The trend towards allowing students greater flexibility in taking their courses is being thwarted by the need to establish credit hour standards.

The Department believes that a more standardized, quantitative approach will ensure quality of educational programs. Most members of the higher education community do not concur. 

Karen McGrath - In Appreciation



Karen McGrath and Dick Luebke Jr.

One of the key players in the higher education industry has officially retired. On January 1, 2011, Karen McGrath retired after nine years with Pima Medical Institute and 32 years in the proprietary higher education industry.

“Karen is the type of person who gives 110 percent every day,” said Pima Medical Institute President Mark Luebke. “Our entire organization has benefited from Karen’s contributions. Whether it’s compliance, mentoring, leadership, motivation or simply setting the gold standard, Karen has done it all. Even if she’s not working on a day-to-day basis with Pima, we’ll feel her influence forever.”

Karen has been instrumental during her tenure at Pima Medical Institute; and although she has officially retired, she continues to be very involved with project work and special assignments. While at Pima Medical Institute, Karen has served in several capacities, including campus director, accreditation specialist and assistant director of operations. Most recently, Karen held the position of interim campus director for the two campus locations in Albuquerque.

“The only way to measure Karen’s contributions to her students and our sector is to place a value on heart and soul; she has developed both and that’s immeasurable,” said Fred Freedman, Pima Medical Institute’s chief executive officer.

Karen also served as president of the Colorado Association of Career Colleges and Schools and has worked with ABHES on the national conference and several other committees.

While she has touched the lives of countless individuals, several who have been close to her through the years have shared their accolades below:

Karen McGrath was the public face of ABHES for many years (participating on evaluation visits, volunteering for committee work, helping out with the NAHCS and now NCAHE Conventions). She has been an invaluable asset to the success of ABHES and great friend to ABHES staff. For all of her contributions over the years, ABHES will always be grateful! All I can say is “take some time and relax a little bit!”

Chris Eaton
Associate Executive Director
ABHES

I will always remember Karen as the “go-to” for just about anything dealing with accreditation, especially ABHES-related. Knowing that I could count on Karen to find that perfect evaluator at the last minute due to a cancellation was invaluable. Karen would undoubtedly know of just the right person. Then, Karen would volunteer to train the new evaluator, mentor him throughout the process, and almost deliver him to me ready to go for the visit. Karen’s willingness to help and offer her assistance without pause was, and continues to be, amazing. She has been invaluable in recruiting dynamic speakers and exhibitors for the annual conference through the years and has greatly contributed to its overall success.

India Y. Tips
Assistant Executive Director
ABHES

There are those in life who leave an indelible fingerprint on everything they touch. Such is the case with KAREN McGRATH.

Nettie and I have known Karen for 30 years. It is impossible to express our personal and professional feelings for her in this limited space; however, there are a few things that come to mind: Loyalty, Dependability, Responsibility and Friendship. Karen possesses all of these.

Loyalty: a strong feeling of support and allegiance

Dependability: She is reliable to others because of her integrity and truthfulness

Responsibility: She has the quality of carrying forward an assigned task to a successful conclusion

Friendship: True friendship is perhaps the only relationship that survives the trials and tribulations of time

Karen, may your retirement be blessed with health and happiness (if you wish to un-retire, New York awaits you).

Mel & Nettie Weiner, Mandl School

When Chris, India and I arrived at ABHES in 1995, with no existing staff to turn to, Karen was always there for us: working behind the scenes, lending a much needed ear, visiting the office to assist with organizing files, and serving on numerous accreditation visits to train us and new evaluators. Most importantly, Karen’s focus over the years was making anyone who would listen aware that ABHES was here to stay, bigger and better than ever!

ABHES, simply, would not be where it is today without Karen McGrath. Good luck my friend and here’s hoping we go on another visit soon for old times’ sake!

Carol Moneymaker
Executive Director, ABHES

Effective Accreditation

MICHAEL WHITE

DIRECTOR OF LEGAL AND REGULATORY AFFAIRS, ABHES



The work of providing quality higher education that addresses the needs of communities by putting graduates in jobs has always been difficult. If it were easy, then public institutions with taxpayer-supported resources would have solved the problems of educating the workforce and there would be no need for for-profit higher education.

The reality is that public schools have not met the needs of a significant portion of those seeking to improve their lives, and for-profit schools have stepped in to fill this void with innovative programs that put student outcomes ahead of all else. For-profit schools have no choice in this. With no tax support, students at for-profit schools pay the lion's share of the cost of their education, and as a result they will not enroll in programs that cannot demonstrate the results they seek.

These realities seem lost today in a flood of negativism about for-profit education. We are assaulted with mass media sensationalism, stories of Wall Street maneuvering, slanted congressional hearings, and regulatory activity at state and federal levels. Predictably, what makes the "news" is not what is right with for-profit education, but rather disturbing anecdotes of deception, high cost, high default, low outcomes and profiteering.

Not all these stories should be ignored. What do we say about for-profit institutions purchased by equity groups with no experience in education whose business model is based on a quick resale? How do we answer charges that students cannot get real value when their tuition dollars are converted to investor profits? How do we answer questions from students, graduates and state regulators charged with consumer protection, and the U.S. Department of Education with its stewardship of federal money for education? What each of these want is assurance that for-profit schools are delivering the quality of education that they reasonably and rightfully expect.


ABHES believes that the answer to each of these is

effective accreditation. Effective accreditation assures everyone that an institution or program is worthy of student, graduate, employer and regulator trust. There are many details in arriving at this goal. However, the key elements of effective accreditation must include requirements that:

1. Every educational program demonstrates alignment of its curriculum and resources with specific professional/occupational requirements and clearly identifies the knowledge and skills required to graduate.
2. Every program demonstrates that it only enrolls students who may reasonably be expected to successfully graduate.
3. Every program demonstrates that its graduates go to work in the specific field.
4. No institution or program can maintain its accreditation if it fails to meet any accreditation standard.

This last point is critical. Detractors of higher education in general and of for-profit education in particular have been loudly proclaiming that accreditation is a fraud - that it is a "club" where everybody gets in and no one is ever kicked out. This perception is simply false, at least as ABHES is concerned, and cannot be allowed to go unchallenged.


The value of accreditation depends on the belief of students, graduates, employers and state and federal regulators that accreditation is a meaningful assurance that the four points set forth above are true. Every accredited institution and program should demand in no uncertain terms that its accrediting agency stand behind these points, and every accredited institution and program must demand that its accrediting agency acts to remove or deny accreditation whenever standards are not met.

ABHES accredited institutions and programs can be assured that ABHES accreditation is effective accreditation and that ABHES has and always will act to deny or remove accreditation whenever standards are not met. To do any less would negate the very reasons for seeking ABHES accreditation. 

MORE School NEWS!

Graduate on the Rise

By all accounts, Kenia del Pozo excelled during her time at **Dade Medical College**. As part of the school's first-ever graduating class of Practical Nurses, Kenia's story truly demonstrates the power of the human spirit in overcoming obstacles. Corporate Director of Nursing and one-time instructor Sharon Rodriguez, RN, MSN Ed, described Kenia as a humble, determined student. "She came to interview just before the program started, only eight months after arriving from Cuba. Though her English language skills were limited, her perseverance is what got her through." Not only did she perform very well on her TEAS program entrance exam and "ace" many a quiz and exam, but Kenia also thrived during her hands-on patient training sessions.

Aloima Cata, RN, another one of her instructors, shared that Kenia always sat at the front row of her class, was extremely studious and always well-prepared for class. Kenia is proof positive that, with the right amount of effort and guidance, even a recent émigré with little to no language skills can succeed. We congratulate Kenia and wish her the best of luck in her new career as a practical nurse! 

Dade Medical College, with four campuses in Florida, has held institutional accreditation by ABHES since 2003.




Accreditation Corner

WHAT IS (AND IS NOT) A RELATED PLACEMENT?

The Annual Report Committee met in April to consider information provided by ABHES-accredited institutions and programs in the 2009/2010 Annual Report.

As a reminder, in accordance with ABHES reporting instructions, to count employment as a related placement, the graduate's job functions must be directly related to the majority of skills and knowledge acquired through successful completion of the training program.

For example, a Medical Assisting program graduate who obtains a job as a medical coder would likely be considered a related field, but a job as a home health aide likely would not. It is incumbent upon the staff responsible for employment assistance to assess and verify the functional responsibilities of the position, together with the program requirements, in questionable situations.

Remember that documentation of each placement is vital! 

THE HISTORY OF TRAUMA DAY

There are reports of an emergency that just occurred at **Anthem College!** What, a school bombing? There are minor to severe injuries... only one suspect!

Anthem College, Maryland Heights, MO, Campus held its 4th Annual Trauma Day on March 9, 2011. All programs' students participated in the simulated emergency. Tabatha White, Criminal Justice lead instructor, explained that the purpose of Trauma Day is to give the students the opportunity to practice the skills they learn in class. It also allows students to work alongside their peers from different programs.

Instructors, program chairs, staff and managers participate in the training exercise as well. Participants are provided with scenario cards for the type of injuries one could expect to see in real-life situations. Role players were dressed and made up to look like realistic accident victims.

Trauma Day was developed by Campus President Heidi Wind to create an exercise that would bring students in all programs together to use their skills in a fast-paced, team building experience. With the direct supervision from Tabatha, "Trauma Day" was founded.

The first Trauma Day was March 2008, Casino Madness, during which people were robbed and assaulted, couples argued and the suspect threw himself through the glass door to escape capture. Allied health students used their skills to assist injury victims, while Criminal Justice students initiated the investigation. The students held two trials following Trauma Day to prove the guilt or innocence of the suspect.


The second Trauma Day was March 2009, Hijacked Plane. It was a catastrophic event that changed the lives of Anthem College forever. The devastation of the crash led to many



injuries and deaths. The students were able to come together to assist the victims, comfort their loved ones and provide a safe environment once the Criminal Justice students secured the area. Once again, after a thorough investigation, the Criminal Justice students subpoenaed victims, days after Trauma Day, and the trial of the year commenced.

The third Trauma Day was March 2010, Earthquake. This is one of the most realistic scenarios for students since Missouri is on the earthquake fault line. Role players fought for food, clothing, money and shelter. The looters and the perpetrators all had their fair opportunity for a trial. Students from our Professional Development class even put their skills and knowledge of OSHA and HIPAA compliance to use, as OSHA and HIPAA "compliance officers" who move throughout the emergency and ensure that all of the programs are in compliance, if not fines will be issued.

The Trauma Day Committee, led by Tabatha, takes more than four months to prepare and plan the days' events, which are repeated for four different classes during the day. Staff and

faculty are dedicated to students exploring and experiencing learning through project-based learning, and this is one of the best! We have a "count down" to Trauma Day, and the students prepare for this event, however, the students do not know what the actual scenario for the trauma will be in advance. Students in each program meet every Friday, for one month to help prepare for the day's event. Preparation includes a multiple of facets from pharmacy lab set-up for emergency and general patient care, set up for pre- and post-operation and for emergency cases, medical office triage, medical billing and insurance in-take for patients, chair massage set up for Emergency Response Teams, crime scene kit preparation, and dental office preparedness for emergency dental cases. 

Anthem College, Maryland Heights, Missouri, has been institutionally accredited by ABHES since 1985.

Spotlight on Publishing

ROXAN KINSEY, EXECUTIVE MARKETING MANAGER, ALLIED HEALTH

What is new and exciting? ABHES plans to spotlight different publishing companies in future editions of The Advantage. We begin with McGraw-Hill, an old friend to postsecondary education

McGraw-Hill Higher Education, a unit of McGraw-Hill Education, was founded in 1888 as McGraw-Hill Companies publishing journals for the railway business, such as *Locomotive Engineer*. It became McGraw-Hill Book Company in 1909. Today it is a leading innovator in the development of 21st century teaching and learning solutions for postsecondary and higher education markets worldwide.

For more than a decade, McGraw-Hill has aggressively and steadily increased investment in engaging digital solutions that drive learning outcomes for students and create efficient scalability for institutions. While we often ensure that our customers know that “we still have textbooks,” our current focus is on building an integrated package of solutions for today’s learning styles – including animations, interactive simulations, adaptive learning, and engaging homework activities.

But, we’ve heard our customers. Our symposia, market research, and on-campus visits tell us that instructors and institutions love the idea of “going digital,” but only if doing so also creates better outcomes for students and more efficiency for the institution. To this end, we’re investing in innovative solutions to increase scalability and reduce cost at institutions. There are many examples throughout our company, but we’re particularly proud of two that will offer new solutions to ABHES institutions:

In spring 2011, our product teams are rolling out our first-ever simulated EHR and Practice Management software training through our Connect+™ web-based learning system for Practice Management and EHR: A Total Patient Encounter for Medisoft® Clinical (Sanderson, 1e). Designed with a “Watch It, Try It, Apply It” approach, this Connect+ title offers over 100 simulations with auto-graded assessments to help students master these concepts without the challenges of software installation, CD distribution, and/or network VPN access.

In the clinical healthcare space, our McGraw-Hill ACTIVSim™ online simulation program helps institutions make the most of clinical hours by ensuring that students are prepared for on-ground clinicals before they walk in the door. Featuring real-life photos and reporting by student and simulation activity, ACTIVSim patient and skill simulations help instructors reduce the cost of medical supplies used to teach clinical skills by increasing student mastery of the skill before any in-class experience.

Across our company, McGraw-Hill’s core development plans are centered around increasing outcomes and retention through the highest-quality content and tools. We’re focused on providing students the opportunity to engage in and master coursework when, where and however they learn best. To achieve this, our business centers around partnering with instructors and institutions to provide the materials and solutions that drive learning outcomes, including the ACTIVSim healthcare simulation system and our web-based Connect+ product, featuring engaging, efficient elements including:


Dynamic, media-rich eBook- Auto-graded, interactive assignment and assessment activities for students – all tagged and organized by chapter, learning outcome and certification objectives

McGraw-Hill Tegrity™ - integrated lecture capture with robust search and mobile capabilities

McGraw-Hill LearnSmart™ - outcomes-centered adaptive learning promoting more efficient and effective student study time in a gaming-style environment

Outside of Connect, we’re also investing in unique and flexible self-service for mobile and custom needs. Our Create platform allows instructors to build a custom text online – and then choose the format (paper or electronic) on the spot. Our groundbreaking partnership with California-based company Inkling (inkling.com) was recently featured in higher education news as we move forward to build interactive eBooks for iPad. And since we realize there are other mobile options available, select McGraw-Hill content is also available in a variety of other eReader platforms including Amazon Kindle.

We’ve heard students tell us that our technology products are fun and engaging – but we want more. Our technology product focus remains in partnering with institutions and instructors to deliver the learning resources students need to ensure success in the classroom resulting in focused, valued and caring employees in the world that awaits.

Through a comprehensive range of traditional and digital education content and tools focused on improving student learning outcomes, McGraw-Hill Higher Education empowers and prepares professionals and students to connect, learn and succeed in the global economy. McGraw-Hill Education, a division of The McGraw-Hill Companies (NYSE: MHP), has offices in 33 countries and publishes in more than 65 languages. Additional information is available at <http://www.mheducation.com>. 

President's Achievement Award

On March 2, 2011, **Mandl School** in New York honored students during its President's Achievement Award ceremony.


This prestigious award is given to those students who have received a 3.8 GPA or higher in the previous semester. The ceremony celebrates the hard work and success of students who have put forth their best efforts to achieve such a stellar GPA.

To honor the students' successes, Mel Weiner, president of Mandl, presented an award to each of the 49 students, shaking hands and pausing to pose for pictures. For some, like Rosa Goens, this was the first time they received the award, and the goal of receiving it had been in the backs of their minds throughout the course of the semester. Rosa Goens was a frequent visitor to the Learning Resource Center, where she would come to get her papers checked and say, "You know I need to get my 'A' so that I can have my award at the end of the semester."

Typically, when students do get their awards, they invite their families and friends to share in their achievement. Anais Echevarria, also a first-time award recipient, invited her husband, parents and grandmother to the ceremony.

Students who have been recipients of the award for several semesters in a row, continue to check that their names have been added to the President's Achievement Award List, which is posted on every floor of the school. Some even ask for copies of this list. The regular recipients, such as Miss Jones, Chaveli Dowden and Kimberly Smith, will frequently meet outside of class to discuss coursework and encourage one another's successes. These students are also the ones who take the time to explain material to their fellow classmates,

and some participate in the volunteer Peer Tutoring Program, passing on their study skills and medical expertise to others and reinforcing material taught by the professors.

For students and faculty alike, The President's Achievement Award is a source of pride. The Mandl community recognizes the struggle that many students have to go through in order to attend college while juggling jobs and personal responsibilities, and this award is one way to both encourage students to excel and congratulate them when they do. For many students, it is a concrete way to recognize that their hard work pays off – a value which they will then take with them when they embark on their new career paths. 

Mandl School, New York, NY, has been institutionally accredited by ABHES since 1987.



Mandl School President Mel Weiner and Surgical Technology student Isella Quinones.

News from St. Louis College of Health Careers

ONE STUDENT'S SUCCESS



With graduation less than two weeks away, Terry Turner, a former dislocated refrigeration worker and current Respiratory Therapy (RT) student at **St. Louis College of Health Careers** sat with Student Services Coordinator Troy Miles to discuss his experience over the past two years.

When he was laid off from Hussman Refrigeration, he said that he had a nest egg and enough money to support his family for a short period; yet, he knew that these funds would run out and unemployment benefits would not be enough to support his family. So, with his wife's encouragement, he decided to go back to school. Terry says he knew it would be tough, because it had been nearly 11 years since he was a student. He and his wife researched healthcare opportunities on the Internet, and he enrolled in the Respiratory Therapy program at SLCHC, where his wife is also a student.

Terry recalls the stress of running out of money and having to find jobs while pursuing school full time. He did odd jobs such as cleaning gutters and cutting hair to make ends meet. School became difficult. He failed and retook two courses (receiving high marks in both), but he never thought about quitting. His family was too important to him and, with the support of his wife and mother, he persevered. He appreciates the learning process and that SLCHC ignited a fire within him to pursue a career instead of a job.


With graduation around the corner and an interview with a solid company in the St. Louis Metropolitan Area beckoning, Terry credits the instructors, his wife, and SLCHC with supporting and preparing him for successful future endeavors.

TWO-YEAR RESPIRATORY THERAPY DEGREE GRADUATES EXCEED NATIONAL AVERAGES

The Respiratory Therapy program at **St. Louis College of Health Careers** (SLCHC) is pleased to announce it has earned full accreditation for the Associate of Applied Science Degree (AAS) in Respiratory Therapy. The Committee on Accreditation for Respiratory Care (CoARC) made the announcement on March 11, 2011, following a three-year process.

The accreditation was granted based on the initial CoARC site visit findings and the college's Respiratory Therapy graduates successfully demonstrating a track record for passing exams distributed by the National Board for Respiratory Care. Over the three-year review period:

- 94% of SLCHC graduates passed the entry level exam (compared to 77% nationally)
- 100% who took the Clinical Simulation Exam passed (compared to 64% nationally)
- 100% who took the Written Registered Respiratory Therapist Exam passed (compared to 75% nationally)
- 100% of the graduates from the program have taken the CRT entry level exam
- 79% of all graduates sat for the WRRT/CSE.

SLCHC is very proud of its graduates. Many have overcome numerous obstacles, including lay-offs from local factories and have faced the challenge of returning to college in mid-life, as they struggle to raise their families. The college is excited to offer these and other students a fresh chance to succeed and face the future with optimism. 

St. Louis College of Health Careers, with campuses in St. Louis and Fenton, Missouri, has been institutionally accredited by ABHES since 1986.

PEP, the story so far....

PETE ETCHELLS, ACCREDITATION COORDINATOR, ABHES

The Program Effectiveness Plan (PEP) is a relatively new ABHES requirement, introduced on July 1, 2010. It builds upon the Institutional Effectiveness Plan (IEP), more familiar to most postsecondary institutions. Chapter V, Section I of the ABHES Accreditation Manual now requires each individual program be assessed in writing for its effectiveness. As such, many ABHES-accredited institutions and programs are just beginning to comprehend this new requirement. Following are ideas and observations that have emerged from the first year of review of the PEP.

WHO IS THE PRIMARY AUDIENCE FOR THE PEP?

Documenting the actions and decisions that go into administering an educational program can be a difficult process. Why should an institution make a record of processes that have been completed automatically every day, or week, or semester since the school started? It can feel like redundant work if the true primary audience is not considered; or, if it is looked at as “another accreditation burden.” This question is much simpler to understand if considered in conjunction with the question: Who is the PEP for?

The primary audience for the PEP should be the next group tasked with making strategic and tactical decisions about the evolution of the program. This may be the authors completing the current PEP, or it might be their successors. Either way, a simple rule of thumb should be: If a new employee at the school was to read the PEP, would he or she understand how the program had come to its current position, its current strengths and weaknesses, and what solutions and actions have been taken in the recent past?

WHY DID WE DO THAT?

The PEP is designed to be an analytical document, looking at the success or otherwise of past efforts, as well as providing some direction for the future. Unfortunately, this sometimes gets overlooked in an effort to concentrate on upcoming actions and goals. For example, if a school implements a plan to increase retention in a specific

program over the next semester, somewhere in the next version of the PEP it should be stated what impact that process had on program retention. If the process is to be continued, what specifically made it successful? If it did not work, why did it not meet expectations?

This means that if a similar issue occurs in the future, the PEP will act as a historical record of what was attempted and why. The purpose is to prevent less successful actions from being repeated and support more flourishing ideas being tried again.

This analytical focus should be adopted with goal setting. Simply stating what the target for the next year is, will not help future readers understand the state of the program. If the placement goal is 75 percent for the next year, the PEP needs to state what factors make that a realistic target.


USE THE BEST INFORMATION

Each institution and each program is different. The ABHES standards are specific regarding some information that should be in the PEP; but, the standards are not exhaustive, and there may be data indicators that an institution successfully uses to measure a program for its own internal purposes. It is important to keep the PEP succinct to maintain readability, but there is no reason to exclude relevant information that may further clarify the plan.

MAKE THE PEP VISUALLY INTERESTING

The nature of the PEP means that a considerable amount of narrative is necessary, but line upon line of text can make the PEP a tough read. Despite this, there are some areas of the PEP that can be made more effective

and easier on the eye, with the judicious use of some graphics. Retention, credentialing, placement, and other data related information can be made much more understandable (in some cases) with charts and graphs. The most obvious area for the use of graphical data is the description of the student population. Often this section in the PEP amounts to a vague paragraph on the average age, and possibly the gender breakdown,

of the student body. However, a few graphs and tables can make this information more specific and usable for administrative staff. 



Michael Cooney — Champion of Service Learning

CAROL MONEYMAKER, EXECUTIVE DIRECTOR, ABHES



Michael Cooney. The name is synonymous with a smile. When you think of Mike, he has a camera in hand, always doing something for someone - always. His dedication to accreditation in particular has been the highlight of his relationship with ABHES. So, we want to thank Mike for being such a help as ABHES has hosted one successful conference after another, with his photos to prove it, and for simply being there for us when we need his expertise and assistance.

Mike is well known for his tireless efforts to promote service learning in private sector colleges and for his insightful and balanced news coverage of career colleges. Below are some thoughts on Mike's accomplishments from a few of his colleagues. As you will gather, Mike and his work are truly appreciated!

"Mike is someone you can always count on and when he commits to something; he always follows through! He is a professional friend to all in postsecondary education, and a personal friend to many of us, including me. Mike has opened many doors for me, professionally, and I have grown as a person because of his advice and guidance. I'm sure Mike has impacted many more lives than he realizes – which also makes him so special! He gives to us, because he believes in what we do!

Cheers to Mike!"

Debbie Ogilvie
Pearson Learning Solutions

"Working with Mike Cooney to bring Service Learning to the forefront in Private Sector Colleges was a highlight of my career at Pearson! We both felt so passionately about the topic that developing presentations, launching the contest and creating learning materials for the schools seemed nearly effortless. It was a delight to work with a consummate professional, on many levels, and actually see the vision come full circle. I hope I have another opportunity to connect with Mike and his team."

Andrea Shaw
Pearson Learning Solutions

"For more than 30 years, I've been an observer of the fates and fortunes of the career college sector. No one has reported this more often and more accurately than Michael Cooney, publisher/editor of the Career Education Review. He has covered sensitive and often embarrassing reports without hesitation, ensuring the accuracy of his reports. Postsecondary institutions throughout the country are indebted to him for this coverage."

Hurray to Michael, and thanks!"

Stephen B. Friedheim
Strategic Coach, Education Systems
and Solutions, Dallas, Texas

ABHES SCHEDULE OF UPCOMING EVENTS

SATURDAY, JUNE 4, 2011

Accreditation Workshop;
9 a.m. to 5 p.m.

SUNDAY, JUNE 5, 2011

Program Specialist Training;
8 a.m. to 12 p.m.
Distance Education Evaluator
Training; 8 a.m. to 12 p.m.
Team Leader Training; 1 p.m. to 5 p.m.
Joint Accrediting Agency
Reception; 5-7 p.m.
(June 4-5 events to be held just
prior to the APSCU Conference in
Grapevine, TX)

MON-TUES, JUNE 20-21, 2011

Preliminary Review Committee
Meeting, Falls Church, VA

MONDAY, JULY 4, 2011

Observance of Independence Day
(Office Closed)

MONDAY, JULY 18, 2011

Second Travel Cycle Begins
2010-2011 Annual Reports Posted

SUN-TUES, JULY 24-26, 2011

Commission Meeting (Miami, FL)

MONDAY, AUGUST 15, 2011

Self-Evaluation Report Deadline

(For initial programmatic applicants
that met the May 2011 application
for accreditation deadline)

MONDAY, SEPTEMBER 5, 2011

Labor Day (Office Closed)

FRIDAY, SEPTEMBER 16, 2011

Accreditation Workshop
(Baltimore, MD)

FRIDAY, OCTOBER 14, 2011

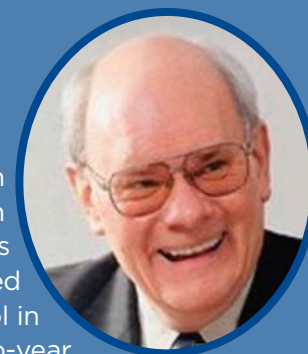
Second Travel Cycle Ends

MONDAY, OCTOBER 10, 2011

Columbus Day (Office Closed)

Passing of a Pioneer

C. RONALD KIMBERLING



Sadly, we have learned of the death of James R. (Jim) McElhinney on April 7th in Evansville, Indiana, following a four-year battle with pancreatic cancer. Born on December 24, 1942, Jim received B.A. and M.A. degrees from Indiana State Teachers College (now Indiana State University) and then began a lifelong career in market-based postsecondary education, initially as a faculty member at Northwood Business School in West Baden, Indiana. He later moved to Louisville to help develop software for two-year colleges.

Jim McElhinney was part of the pioneering generation that led for-profit education out of the limitations of being trade or secretarial schools into the broader opportunities that come from being true marketplace competitors at all levels of higher education. Jim would have grouched about being called “the wind beneath the wings” of the major proprietary companies he was affiliated with, but it’s the truth. At Phillips Colleges in the late 1980s and early 90s and at Career Education Corporation (CEC) from its inception in 1994 (where he was the first full-time employee) to his retirement at the beginning of the 21st century, Jim developed policies and procedures for regulatory compliance and accreditation that are still being used and copied. Early on, he had a feeling for developing coherent academic curricula that showed private sector colleges what they could really aspire to become. He had a unique combination of talents—a keen, analytical mind that displayed a mastery of logical reasoning and empirical methodology, combined with a talent for clarity in his prose and effective public speaking skills that clearly communicated complexity to everyone in the organization. When Jim spoke, everybody listened. When he wrote, they kept copies.

I had the pleasure of working with Jim both at Phillips and CEC, and I’d marvel at how he could find time to compile invaluable institutional research reports using sophisticated statistical methodology. I regret that we never had time to share a round of golf—Jim’s passion—but as a hopeless amateur duffer, I know he would have slaughtered me.

Jim had a knack for plucking talent from the accrediting associations and mentoring them as masters of his art: Rob Guillen at Phillips and Jill DeAtley at CEC. His sometimes gruff exterior was a superficial façade, masking a heart of gold and a passionate sense of loyalty. The M&A folks loved him, because he could walk into any business situation from a single campus to a large publicly-traded company and have it all figured out within a day. Jim’s honesty and candor were highly respected, making him one of the few individuals in the proprietary sector who could command the complete trust of federal and state regulators. He spoke truth to power and was rewarded for doing so. He was loyal without being obsequious.

As a new generation of leaders in private, market-based higher education take this sector to places it’s never been, they would do well to study the work—and the approach to work—of pioneers like Jim McElhinney. He plowed the field, tossed away the stones, set out the fertilizer, and planted the seeds. As we enjoy the fruits of his labor, we should pause to reflect on what we will miss.



CREDENTIALING AGENCY NEWS

AMERICAN MEDICAL TECHNOLOGISTS EXPANDS WEB OFFERINGS

NEW ONLINE FEATURES

AMT is implementing a new computer software program, which is due to go live in late June 2011. The new program will allow students to apply for certification directly online. They will be able to upload documents and submit most, if not all, information via computer. Students may track the status of their application online, thus seeing the progress of their approval.

EDUCATIONAL OPTIONS

Several on-demand courses and archived webinars have been developed that may be of interest to schools and students. All of these educational options are available 24/7 for a nominal fee and include a short quiz. The topics are:

- Professionalism in the Workplace (archived webinar)
- Communication Skills (archived webinar: available Summer 2011)
- Medical Assisting: Are You Doing What You Are Supposed To Be Doing? (on-demand course)
- Colorectal Cancer Screening: Early Detection Can Lead to Prevention (on-demand course)

To register, please visit www.amt1.com and click the Continuing Education tab.

RESOURCES AVAILABLE FROM AMT

Students currently enrolled in an allied health program have a variety of resources at their fingertips, especially as they prepare to take the certification exam. Resources include scholarship opportunities, exam competency outlines, reference study materials, and practice exams. They can also become student members of AMT and receive pins, products and written materials exclusively designed for allied health professionals. Program directors may request the popular "Medical Assistant Poster," which outlines MA tasks typically performed in the field, or posters that promote the allied health professions - for FREE! Program directors can also show their commitment to teaching by becoming certified Allied Health Instructors. All information is available by visiting the AMT website: www.amt1.com or by contacting AMT directly at 847-823-5169.

NEWS FROM THE NATIONAL HEALTHCAREER ASSOCIATION (NHA)

NHA GRANTED NCCA ACCREDITATION

The NHA's Certified Billing & Coding Specialist and Certified Clinical Medical Assistant exams have been granted accreditation by the National Commission for Certifying Agencies (NCCA). The two exams join NHA's previously NCCA-accredited NHA exams: Certified Phlebotomy Technician and Exam for the Certification of Pharmacy Technicians (ExCPT).

NCCA, the accrediting arm of the Institute for Credentialing Excellence (ICE), grants accreditation to a select group of organizations that demonstrate compliance with the *NCCA Standards for the Accreditation of Certification Programs*. The accreditation process includes a comprehensive and independent expert analysis of the certification program against the highest industry standards.

NHA certification demonstrates commitment to a chosen allied health profession and the safety of patients. NHA healthcare certification and continuing education programs have helped nearly 200,000 individuals earn a higher pay scale, better job opportunities, more career advancement options and job security.

"While NHA has always adhered to quality standards in certification, accreditation by NCCA serves as an indicator to the public and other stakeholders that our Certified Billing & Coding Specialist and Certified Clinical Medical Assistant exams meet the highest industry standards for certification exams," said Rebecca M. Rabbitt, Pharm.D., executive director of Allied Health Certification Programs at NHA.

NHA CELEBRATED NATIONAL PATIENT SAFETY WEEK – MARCH 6-12, 2011

As the nation's largest health career certification provider, NHA is committed to safe healthcare. Our primary goal is to increase the quality of care and make the healthcare industry better--one worker at a time. Together with you and allied health employers, we are taking steps to accomplish this mission with national certification exams in 10 allied health professions. Thank you for your commitment to patient safety.

NHA SEEKING VOLUNTEER SUBJECT-MATTER EXPERTS

Are you an expert in your field looking for an opportunity to 'give back' to your profession? NHA is looking for individuals interested in serving a one-year appointment on the NHA Subject-Matter Expert Committee. There are several opportunities listed below in which you may participate. If interested, please send a letter stating your interest with your area of expertise along with a copy of your CV or resume to Joy Herman at Joy.Herman@examfx.com for consideration.

Item writer. You must commit to write 15 items a year on an assigned topic from the exam outline. These would be written on your own time, or written as part of an Item-Writing Workshop that you attend. An appropriate deadline would be established between you and the test developer. All item writers are provided guidance in appropriate item writing techniques.


Examination committee. You must commit to participate in conference calls using Internet technology, along with a separate phone line to review items or examinations in a group of several subject-matter experts. While every attempt will be made to select agreeable times, they will be scheduled when a majority can meet. We will use Doodle to ask for your availability. Conference calls typically could run three to four hours long, or up to an entire day.

NHA will allow you to serve in more than one capacity if your expertise is in more than one area. We will use separate panels of experts for any work on educational/preparatory products vs. certification programs. If you choose to move from either education/preparatory products to certification,

or vice versa, we ask you to wait a period of two years. You can continue to serve in other areas during that time as serving on an exam committee or an ad hoc committee.

UPDATE ON PROGRAM ASSESSMENT FROM THE NATIONAL BOARD OF SURGICAL TECHNOLOGY AND SURGICAL ASSISTING (NBSTSA)

The National Board of Surgical Technology and Surgical Assisting (NBSTSA) is in the early stages of developing an examination as an outcomes tool specifically for those surgical technology programs in the initial accreditation process with ABHES or CAAHEP. Per ABHES requirements for program assessment, it is essential that these programs are able to effectively test their students/graduates for outcomes compliance. Given the demise of the Program Assessment Exam (PAE) as of July 1, 2011, it will be important to utilize an exam developed by a nationally recognized and accredited credentialing agency.

The Certified Surgical Technology (CST) exam is only available to students enrolled in or graduated from ABHES- or CAAHEP-accredited surgical technology programs; therefore, initial applicants do not have access. To address this problem, the new program assessment examination being developed by the NBSTSA will only be available to these defined programs in the application stage. 

ABHES Welcomes New Staff Members



In January, ABHES welcomed Christy Baily-Byers and Pete Etchells as the newest members of the ABHES staff!

Christy serves as distance education and communications specialist. Her responsibilities focus on ABHES' accreditation of distance education, including enhancing evaluation procedures and standards and conducting training workshops. Her additional focus is on enhancing ABHES' effectiveness and visibility through external communication efforts.

Pete serves as an accreditation coordinator. His primary responsibility is coordinating site visits to applicant institutions and programs. He also serves as a staff liaison to the Financial Review Committee and is assisting with the annual conference sponsorship program.

We know you will join ABHES in welcoming Christy and Pete to the ABHES family!



Getting to Know Us: The ABHES Commission and Staff

New commissioner and officer terms begin on July 1, 2010, as follows:

Commissioners (effective July 1, 2010)

Chair:

Linda W. Swisher
(Executive Committee)
Elected Seat 5 -
Commissioner at Large

Vice Chair:

Michael Covone, RT(R), CT
(Executive Committee)
Appointed Seat 2 -
Educator in a Specialty Area

Past Chair:

Guy Euliano
(Executive Committee)
Elected Seat 6 -
Commissioner at Large

Secretary:

Michael Schafer
(Executive Committee)
Elected Seat 1 -
Academician in a Healthcare
related area

Treasurer:

Florence Tate
(Executive Committee)
Appointed Seat 5 - Public Member

Jim Buffington

Elected Seat 3 -
Ownership Representative

Terry Humphrey, C.S.T.

Appointed Seat 1 -
Practitioner in a Specialty Area

Janet Jefford

Appointed Seat 3 -
Commissioner at Large

Kevin L. Kirk

Elected Seat 2 -
Administrator in a Healthcare
related area

Randy Nikola

Elected Seat 4 -
Ownership Representative

John (Jack) Yena

Appointed Seat 4 -
Public Member

For additional information on
commissioners and staff, visit
www.abhes.org (**About Us** link).

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