



ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS | ABHES

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MEMORANDUM

TO: ABHES-Accredited Institutions and Programs
Recognized Accrediting Agencies
State Departments of Education
U.S. Department of Education
Interested Parties

FROM: India Tips, Executive Director

DATE: August 15, 2019

SUBJECT: Final Revisions to *Accreditation Manual*

The Commission of the Accrediting Bureau of Health Education Schools (ABHES) considered carefully the comments received to its June 3, 2019, Call for Comment at its July 2019 meeting. The Commission acted to adopt the below final standards and revisions to the 18th Edition of the *Accreditation Manual*, effective January 1, 2020. New language is underlined, and deleted language ~~struck~~.

CHAPTER II – ELIGIBILITY AND CLASSIFICATIONS

SECTION A – Eligibility for Application

Subsection 1 – Basic requirements

d) Eligibility Outside of ABHES Scope of Recognition

ABHES may accredit institutions and programs outside the scope of recognition by the Secretary of the United States Department of Education (Secretary). The principal difference between participation in accreditation activities within ABHES’s scope of recognition is that accreditation under this section and outside that scope does not provide successful applicants with accreditation recognized by the Secretary.

An institution or program that participates in accreditation activities outside the ABHES scope of recognition may expect to benefit from objective assessment and feedback according to ABHES standards of accreditation.

- (1) The Commission, acting through its Executive Committee, may from time to time consider eligible applications for accreditation that are outside ABHES’s scope of recognition by the Secretary.
- (2) The Executive Committee shall determine and publish the specific policies and procedures for applications for accreditation that are outside ABHES’s scope of recognition, including specific limits on eligibility and fees for accreditation.
- (3) An institution or program that is accredited pursuant to this section may truthfully represent that it is accredited by ABHES only when it makes clear that the grant of accreditation under this section is not recognized by the Secretary.
- (4) Any institution or program submitting an application for accreditation pursuant to this section and outside the scope of recognition by the Secretary does so with the understanding that the accreditation to be awarded is not recognized by the Secretary, and further that it may not be eligible to participate in any program such as federal Title IV funding that requires accreditation by an agency recognized by the Secretary.
- (5) Any institution or program submitting an application for accreditation pursuant to this section and outside the scope of recognition by the Secretary must demonstrate that it has the financial resources to ensure continuity of operation and to fulfill its obligations to students and employees.

SECTION B – Classifications of Facilities

The following definitions apply to facilities accredited institutionally by ABHES. Institutions holding programmatic accreditation are considered main campuses but may operate an approved separate educational center. It is important to note that other regulatory bodies may have different designations. Please note that an ABHES Annual Report is required to be completed by all main and non-main campuses.

Subsection 3 – Separate educational center

A separate educational center is an extension of an approved main or non-main campus and meets the following requirements:

- a) It is licensed or otherwise exempted by the appropriate state regulatory body.

- b) It is located at a different address from the main or non-main campus. (If the educational center is within reasonable walking distance, it is considered a part of the main or non-main campus.)
- c) The main or non-main campus ensures that all educational and student services are provided and readily accessible to students at the separate educational center.
- d) Student records are readily accessible to the separate educational center and students.
- e) All administrative and enrollment services are delivered by the main or non-main campus.
- f) The purpose of the facility is delivery of instruction.
- g) If a complete program of study is offered, then a majority of programs offered must be conducted at the main or non-main campus. (Note: Programmatic members may not offer a complete program of study at an approved Separate Educational Center.)

Facilities used to provide distance education methods of delivery are exempt from meeting the requirements for a separate educational center. If no instruction is provided at the separate facility, then it is not considered a separate educational center.

CHAPTER III – GENERAL PROCEDURES (APPLIES TO INSTITUTIONS AND PROGRAMS)

SECTION B – Institutional Changes

Subsection 4 – Additional requirement regarding specific changes

The following modifications in an institution's or program's academic offerings must be reported to the Commission:

C. Notification

Notification to ABHES is required for:

- a. A negative action, including probation, placed upon an institution or program by a recognized accrediting agency, state licensure body, or federal regulatory agency.
- b. The discontinuation of a program (defined as any program that has not been in operation for a continuous 12-month period). Institutions and programs must submit notification when a program is discontinued. Notification must be submitted on the *Notice of Discontinuation of Program and/or Delivery Method Form*.
- c. The discontinuation of previously approved delivery method, i.e. residential, blended or full distance education (defined as any delivery method that has not been in operation for a continuous 12-month period). Notification must be submitted on the *Notice of Discontinuation of Program and/or Delivery Method Form*.
- d. The hiring or appointment of a new On-site Administrator or designated representative (e.g., Campus President, Director, Program Director). Notification must be submitted on the *ABHES Change of Leadership Form*.
- e. The expansion of distance education delivery to an existing program(s), using courses from a currently approved distance education program.
- f. Change in length of weeks to an existing program(s).
- g. The practice of allowing ~~an non-degree students~~individual to ~~enroll-register~~ in a course or courses while ~~offering not~~ enrolled in a program of study at the ~~as a degree-seeking student in another~~ institution. ~~of higher education~~. Notification including the course name, hours, and credit awarded must be submitted on the institution's letterhead and emailed to info@abhes.org.

The Annual Report is not a means of notification and may not substitute for such notifications.

D. ~~Addition or Modification of~~ Distance Education Applications

ABHES defines distance education as a formal educational process to deliver instruction to students who are separated from the instructor and support regular and substantive interaction between the instructor and students, and among students. Correspondence education is not within ABHES' scope of recognition and therefore is not eligible for accreditation by ABHES.

The following applications must be submitted and approved, prior to the implementation or expansion of distance education, as indicated:

1. *Application for Initial Distance Education Delivery*

- a. The initial addition of distance education to a currently accredited institution or an institution holding a grant of programmatic accreditation.

2. *Application for Modification of Distance Education Delivery*

- a. An inclusion of laboratory-based courses delivered by distance education to a program currently approved for distance education delivery.
- b. The expansion of an approved blended program to full distance education.
- c. The expansion of distance education delivery courses to a new or existing program not currently approved for distance education.

For those institutions or programs applying for the first time to offer program(s) by distance education (not currently approved by ABHES to offer programs by distance delivery), an on-site verification visit will be conducted by a distance education specialist within six (6) months of beginning the approved distance education instruction. The verification visit is used to ensure that the institution has the necessary resources in place to deliver distance education offerings effectively. A significant expansion to an institution's distance education offerings may require a remote or on-ground site visit by a distance education and program specialist.

It is the responsibility of an institution to (1) notify local, state, and federal entities of program modifications, as necessary, and, (2) obtain any and all state authorization to offer distance education, as applicable, prior to applying for Commission approval. Programmatic members will provide evidence of their institutional accreditor's approval for the delivery method. In cases where accrediting standards and state regulations differ, the more stringent of these apply. New or expanded distance education courses and programs may not be implemented or advertised until ABHES approval has been granted.

Subsection 5 – Addition of non-main campus

An institution must submit to ABHES an *Application for Non-Main Campus Inclusion*, which includes a business plan for the addition of a non-main campus. This business plan will demonstrate that the institution has the administrative and financial ability to operate the non-main campus.

If the non-main campus will deliver any programs in a blended or full distance format, the institution must also complete the *Application for Distance Education Delivery*.

Upon receipt and review of these documents the Commission will approve, defer or deny inclusion of the campus in an institution's current grant of accreditation. If inclusion is granted, the campus is required to undergo a staff verification visit within six (6) months of the date instruction begins. The results of the verification visit are made available to the Commission at its next meeting.

Following a verification visit, an institution is required to submit a Self-Evaluation Report, date to be determined by ABHES staff based on the expected date of the campus's first graduates. A full campus inclusion visit is conducted within 24 months of the approval of the campus inclusion. All information relative to an application, including the Self-Evaluation Report and the visitation report, will be considered by the Commission at its next scheduled meeting.

A newly accredited institution owned or operated by an individual(s) or organization that did not previously hold accreditation through another institution(s) may not file a non-main campus application until a 12-month period of initial accreditation has transpired.

The Commission reserves the right to require an on-site evaluation to the main campus and the proposed non-main campus prior to ~~the inclusion approval~~ of the campus. The Commission reserves the right to limit the number of non-main campuses approved based on its review of demonstrated administrative and financial capabilities. An institution may not file more than one application for a non-main campus within a 12-month period.

~~A newly accredited institution owned or operated by an individual(s) or organization that did not previously hold ABHES accreditation through another institution(s) may not file a non-main campus application until a 12-month period of initial accreditation has transpired.~~

~~If an owner with no prior accreditation history with ABHES acquires a main campus that is ABHES accredited, the school cannot apply for a non-main campus until a after a 12-month period of ownership has transpired. A new non-main campus may be included within a main campus's grant of accreditation without the prior two-year operational period required of a new institution.~~

Subsection 9 – Change in legal status, ownership, or form of control

An institution or program must notify ABHES of any change in its organizational oversight or legal structure as it may constitute a change in legal status, ownership, or form of control, herein referred to as a change in control. Based upon this notification, ABHES will determine whether the change constitutes a change in control and is subject to further reporting.

A change in control includes, but is not limited to:

- a. Sale of an institution or the majority of its assets.
- b. Transfer of controlling interest of stock of an institution or its parent corporation.
- c. Merger of two or more eligible institutions.
- d. Division of one or more institution into two or more institutions.
- e. Transfer of controlling interest to a parent company.
- f. Transfer of liabilities of an institution to its parent corporation.
- g. Change of 50 percent or more in Board members within a 12-month period.
- h. Change in status from profit to non-profit, or vice-versa.

The sale or transfer of ownership interest after the death or retirement of an owner of an institution to either a close family member or a current stock holder of the corporation may not be considered a change in ownership leading to a change in control, particularly where the recipient party of the stock has been actively involved in the prior operation of the institution. The Commission may determine that other transfers should also be excluded.

Sale of a non-main campus automatically suspends inclusion of that non-main campus within the grant of its main campus. A non-main campus is no longer accredited when it is sold separately from the institution from which it originally derived its accreditation.

~~Accreditation is not automatically transferable with a change in control; therefore, the institution's grant of accreditation is suspended on the date when a change in control occurs. A **complete** *Application for Change in Ownership or Control* must be submitted to the Commission within 10 days of the close of the transaction.~~

Institutions must receive prior approval from ABHES when the institution or a majority of its interest is sold or when there is a change in legal status or form of control. Accreditation does not automatically transfer to an institution when the institution or a majority of its interest is sold or when there is a change in legal status or form of control. Failure to secure prior ABHES approval of the change causes the institution's accreditation to be withdrawn effective the date of the change in ownership, control, or legal status.

Institutions must submit a completed *Application for Change in Ownership or Control* to ABHES at least 45 days prior to the planned date of change. The Substantive Change Committee of the Commission has the ability to approve the change of control. Only the full Commission can deny an application. An on-site visitation to an institution will be made within six (6) months of the effective change date following after Commission approval of a change in control. Based on a completed application, the Substantive Change Committee of the Commission has the ability to approve the change of control. The date of a change in ownership is effective on the date of its approval by ABHES if the accreditation decision is made within 30 days after the change in ownership. If ABHES is unable to approve a change of ownership within 30 days of the effective date of the change, then the approval date will be the actual date of approval by ABHES. In any case, ABHES will not approve a change of ownership effective the date of the actual change if a complete application for approval of the change of ownership is not submitted to ABHES within 10 days after the date of the legal change of ownership. If a complete change of ownership is submitted within this time frame and if ABHES grants approval within 30 days of the legal change, then the date of approval is the change date and no hiatus in accreditation status occurs. Only the full Commission can defer or deny an application. An on-site visitation to an institution will be made within six (6) months after Commission approval of a change in control.

Institutions participating in Title IV programs are reminded of their responsibility to notify the U.S. Department of Education in writing of all such changes and that approval by ABHES in no way indicates approval by any other agency.

SECTION C – Commission Actions

The Commission takes final action to grant accreditation, deny accreditation, or withdraw accreditation based upon a review of evidence relevant to compliance with the Commission's policies and standards, including but not limited to:

- a. Self-Evaluation Report;
- b. Team Evaluation Report(s);
- c. Institution's Response to Team Evaluation Report(s); and
- d. Program Outcomes.

Accreditation is granted based on a finding that the institution or program is in compliance. Continuous compliance thereafter is a requirement to maintain accreditation. The Commission may withdraw accreditation at any time if it determines that an institution or program is not complying with its policies or standards or determines that the retention, licensing, or employment rates fall below 70 percent or below the reported rate on an institution's annual report. Alternatively, the Commission may in its discretion provide an opportunity for the institution or program to bring itself into compliance within a time period specified by the Commission. That time period will not exceed:

- a. Twelve months, if the longest program is less than one year in length.

- b. Eighteen months, if the longest program is at least one year, but less than two years in length.
- c. Two years, if the longest program is at least two years in length.

The Commission may, for good cause, extend the period for achieving compliance, defined as significant improvement by the institution in the deficient area(s) (e.g., finances, student outcomes rates) and/or the need for sufficient time to demonstrate full compliance (e.g., graduate licensure due to delay beyond the control of the institution, program, or student).

An institution may request a good cause extension by submitting a completed Good Cause Extension Request Form prior to the next scheduled Commission meeting where the institution will be reviewed and before the expiration of the maximum timeframe. The Commission will limit the timeframe to demonstrate compliance to no longer than 12 months from the institution's original maximum timeframe to come into compliance.

Subsection 6 – Withdrawals

The Commission may withdraw accreditation from an institution or program when, in the Commission's judgment, withdrawal is warranted based on evidence of non-compliance ~~with requirements in the Accreditation Manual~~ as follows:

- a. An institution or program fails to meet any of the ABHES eligibility criteria for institutional or programmatic accreditation.
- b. An institution or program fails to meet any procedural requirement.
- c. An institution or program fails to comply with any accreditation standard.

The Commission may act to withdraw accreditation without first issuing a show cause directive. A withdrawal action is appealable to the Appeals Panel.

An institution or program that has had its accreditation withdrawn may not re-apply for accreditation until a period of one year has elapsed since the final effective date of accreditation which will occur 10 days after Commission notification to the institution or program.~~Commission's action letter.~~ An ~~applicant~~ institution or program will be treated procedurally and substantively as if it is a new applicant for accreditation. ~~A withdrawal action is appealable to the Appeals Panel.~~

Prior approval is required from the ABHES Executive Committee for the acceptance of any substantive change application from an institution or program under appeal. An institution's or program's request for acceptance of the application must include justification for the change and its effect on the institution's or program's operation.

Subsection 7 – Denials

An institution's or program's application for an initial or renewal grant of accreditation will be denied if the Commission has provided the institution or program the opportunity to demonstrate compliance with the eligibility criteria, procedural requirements, or accreditation standards but the institution has failed in that task. A denial action is appealable to the Appeals Panel.

An institution or program denied accreditation may not re-apply for accreditation until a period of one year has elapsed since the final effective date of accreditation which will occur 10 days after Commission notification to the

institution or program. Commission's decision and will be treated procedurally and substantively as if it is a new applicant for accreditation. An applicant institution or program will be treated procedurally and substantively as if it is a new applicant for accreditation. A denial action is appealable to the Appeals Panel.

CHAPTER V – EVALUATION STANDARDS APPLICABLE TO ALL EDUCATIONAL PROGRAMS

SECTION B – Curriculum, Competencies, Clinical Experience

V.B.31. *Program length and structure allows for attainment of required objectives/competencies.*

V.B.12. *~~Program curriculum is structured, and~~ Sstudents are scheduled to ensure a sequence of instruction to achieve that validates the curriculum's defined competencies.*

V.B.23. *Competencies required for successful completion of a program are identified in writing and made known to students.*

Each student is clearly informed of competency requirements and the means of assessing individual student achievements of these requirements. Students are made aware any time the competencies or means of assessment are revised.

SECTION E – Program Management and Faculty

Subsection 2 – General faculty requirements

V.E.2.a. *Faculty consists of qualified individuals, ~~who are knowledgeable and current in the specialty field.~~*

Faculty evidence the following:

- i. (a) Graduation from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) in the specialty field or subject content area in which they teach; or

(b) Graduation from an otherwise recognized training entity (e.g., hospital-based program) in the specialty field or subject content area in which they teach; or

(c) Graduation from an institution located outside of the United States and its territories in the specialty field or subject area in which they teach. The institution must have on file from an agency which attests to the qualitative and quantitative equivalency of the foreign education and the specific courses. The institution must use the credential evaluation services of an agency that has published standards for membership, affiliations to U.S.-based international higher education associations, and are frequently linked to and used by federal agencies, state agencies, educational institutions and employers (e.g., NACES and AICE).
- ii. Two (2) years of ~~occupational (i.e., practical)~~ experience in the subject field/content area in which they teach.;
- iii. A current license, certification or other credential if required by local, state and/or federal laws to work in the field, with the exception of those teaching in non-core (e.g., general education) courses.

Individuals who do not ~~need~~ meet the above education criteria may qualify through justifying documentation of alternative experience or education in the field (e.g. completed course work, related professional certifications, documentation of expertise).

These individuals must evidence:

- i. A minimum of three years ~~of occupational (i.e., practical)~~ experience in the ~~subject field~~ content area in which they teach.
- ii. A current license, certification or other credential if required by local, state and/or federal laws to work in the field, with the exception of those teaching in non-core (e.g., general education) courses.

SECTION G – Student and Graduate Services

V.G.I. A program provides a variety of student support services.

~~Services provided to students include orientation, financial assistance, referrals to community resources, and employment assistance. An institution-program designates qualified individuals who oversee these respective areas student support and provides such services during regularly scheduled hours to accommodate student schedules. Students are advised of the services available and use is encouraged.~~

~~Services provided to students include:~~

- ~~i. orientation~~
- ~~ii. referrals to community resources~~
- ~~iii. employment assistance~~

SECTION I – Student Achievement and Program Effectiveness

Subsection 1 – Student achievement indicators

V.I.I.b. A program demonstrates graduates participation in credentialing examinations required for employment.

~~The participation of program graduates in credentialing or licensure examinations must be monitored and evaluated, if:~~

- ~~i. The only pathway to employment in the program field is attempting and passing a license or credential examination within six months or less of program completion as required by a regulatory body (e.g., state or other governmental agencies) in the state in which the student or program is located requires it; or~~
- ~~ii. The program is accredited by another agency that requires program graduates to participate in a license or credentialing exam.~~

~~If a license or credential is required by a regulatory body (e.g., state or other governmental agencies) in the state in which the student or program is located, or by the programmatic accrediting body, then the participation of program graduates in credentialing or licensure examinations is monitored and evaluated.~~

The credentialing participation rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows:

Examination participation rate = GT/GE

GT = Total graduates taking examination

GE = Total graduates eligible to sit for examination

V.I.1.c. A program demonstrates that graduates are successful on credentialing examinations required for employment.

The passage rate of program graduates in credentialing or licensure examinations must be monitored and evaluated, if:

- i. The only pathway to employment in the program field is attempting and passing a license or credential examination within six months or less of program completion as required by a regulatory body (e.g., state or other governmental agencies) in the state in which the student or program is located requires it; or
- ii. The program is accredited by another agency that requires program graduates to participate in a license or credentialing exam.

~~If an institution or program is required to monitor participation rates, then it must review graduate success on credentialing and/or licensing examinations.~~ This review includes curricular areas in need of improvement. A program maintains documentation of such review and any pertinent curricular changes made as a result.

The credentialing pass rate is determined by using the ABHES required method of calculation, for the reporting period July 1 through June 30, as follows:

Examination Pass Rate = GP/GT

GP = Graduates passing examination (any attempt)

GT = Total graduates taking examination

At a minimum, the names of all graduates by program, actual graduation date, and the credentialing or licensure exam for which they are required to sit for employment are maintained using the ABHES Credentialing Back-Up Documentation Form.

Subsection 2 – Program Effectiveness Plan (PEP) content

V.I.2. A program has an established documented plan for assessing its effectiveness annually as defined by specific outcomes.

While each program must represent each element required below, the plan may be a comprehensive one which collectively represents all programs within the institution or may be individual plans for each distinct program. A plan should contain a cover page and identify the program objectives, which must be consistent with all other documents describing the program.

The PEP specifies a process and a timetable for the annual assessment of program effectiveness, and identifies the process for how data is collected, timetable for data collection, and parties responsible for data collection.

The Program Effectiveness Plan clearly describes the following elements:

- a. program retention rate**

The retention rate for the previous two years and the current year is identified which is determined by using the ABHES required method of calculation for the reporting period July 1 through June 30. Based upon these rates, the institution must conduct an analysis of the data to identify any trends, including those related to the student population (characteristics/demographics) and other applicable factors; and based upon the analysis, identify its retention rate goal for the next reporting year and the factors considered in determining such a goal and the activities undertaken to meet the goal.

b. credentialing examination participation rate

The credentialing examination participation rate for the previous two years and the current year is identified which is determined by using the ABHES required method of calculation for the reporting period July 1 through June 30. Based upon these rates, the institution must conduct an analysis of the data to identify any trends, including those related to the student population (characteristics/demographics) and other applicable factors; and based upon the analysis, identify its credentialing participation rate goal for the next reporting year and the factors considered in determining such a goal and the activities undertaken to meet the goal.

c. credentialing examination pass rate

The credentialing examination pass rate for the previous two years and the current year is identified which is determined by using the ABHES required method of calculation for the reporting period July 1 through June 30. Based upon these rates, the institution must conduct an analysis of the data to identify any trends, including those related to the student population (characteristics/demographics) and other applicable factors; and based upon the analysis, identify its credentialing pass rate goal for the next reporting year and the factors considered in determining such a goal and the activities undertaken to meet the goal.

d. job placement rate

The job placement rate for the previous two years and the current year is identified which is determined by using the ABHES required method of calculation for the reporting period July 1 through June 30. Based upon these rates, the institution must conduct an analysis of the data to identify any trends, including those related to the student population (characteristics/demographics) and other applicable factors; and based upon the analysis, identify its placement rate goal for the next reporting year and the factors considered in determining such a goal and the activities undertaken to meet the goal.

e. ~~satisfaction~~ surveys of students, clinical extern affiliates, graduates and employers

The survey participation rate and satisfaction rate for the previous two years and the current year is identified, which is determined by using the ABHES required method of calculation for the reporting period July 1 through June 30. Based upon these rates, the institution, At a minimum, an annually reviews of the results of the surveys is conducted, and the results are shared with administration, faculty and advisory boards. Decisions and action plans are based upon review of the surveys, and any changes made are documented (e.g., meeting minutes, memoranda).

f. delivery method assessment

If program is offered in a blended or full distance education format, the PEP includes an assessment of the effectiveness of the instructional delivery method.

g. curriculum assessment

An assessment of the curriculum that uses the tools which might include examinations, advisory board input, competency and skill outcomes, faculty review of resource materials, and graduate and employer surveys. Results of the assessment are not required to be reported to ABHES but are considered in annual curriculum revision by such parties as the program supervisor, faculty, and the advisory board. Changes adopted are included in the program effectiveness plan.

CHAPTER VI – DEGREE PROGRAM STANDARDS

The Accrediting Bureau of Health Education Schools is recognized by the U.S. Secretary of Education to accredit occupational science, applied science, academic associate, baccalaureate, and master's degrees. These degree programs must comply with all policies, procedures, and standards described throughout the *Accreditation Manual*, including the general evaluation standards (Chapter IV), applicable program standards (Chapters VI-VIII), and appendices. This chapter contains additional specific requirements for degree programs.

Degree programs represent a significant additional educational commitment by the institution. The purpose of this chapter is to ensure ~~that~~ institutions offering degree programs have the ability to meet this educational commitment and ~~that they~~ only award degrees to eligible students ~~who, within the required time frame, complete program requirements.~~

Degree programs are normally measured in credit hours (quarter or semester) and accrediting standards pertaining to credits hours apply.

SECTION A – Occupational and Applied Science Degrees

An Associate of Occupational Science (AOS), Associate of Applied Science (AAS), or another title as designated or permitted by state law or regulations may be awarded to students who complete an occupational program that provides preparation for entry-level employment in a specific occupational field.

~~Catalogs and other promotional materials used for an AOS degree clearly state the purpose of the program and clarify that an AOS degree is a terminal occupational degree and the academic credits earned may or may not be transferable to another higher level degree program.~~

~~An AAS may be awarded to students who complete an educational program that provides preparation for entry level employment in a specific field as well as skills and knowledge that permit advancement in the field. AAS degrees include a significant component of general education courses. Institutions offering AAS degrees are encouraged to pursue articulation agreements with other institutions of postsecondary education to provide opportunities for academic mobility. Institutions offering an AOS or AAS degree must disclose in catalogs and other promotional materials that transferability of credits to other institutions is at the discretion of the receiving institution and that the institution makes no guarantees of transferability.~~

Subsection 1 – Basic requirements

VI.A.1. All courses ~~and experiences~~ are clearly postsecondary in nature and emphasize both the achievement of vocational/~~occupational~~ objectives and ~~applied~~ general education requirements.

~~Instructional methodology, texts, supplementary materials, and technology shall support the technical courses designed to assist students in the application of skills in the workplace.~~

~~Remedial courses and refresher courses are not considered for credit. Courses within the professional area of concentration shall not be classified as general education courses. General education courses give balance to the total program.~~

Subsection 2 – Curriculum

VI.A.2.a. ~~*The program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational core and general education courses.*~~

Associate of Occupational Science requires:

- i. 60 semester hours, 90 quarter hours, or its recognized clock hour equivalent in total content (normally two academic years);
- ii. 45 semester hours, 67.5 quarter hours, or its recognized clock hour equivalent in the occupational core area for which the degree is awarded; and
- iii. 9 semester hours, 13.5 quarter hours, or its recognized clock hour equivalent in general education or applied general education courses.

Associate of Applied Science requires:

- i. 60 semester hours, 90 quarter hours, or its recognized clock hour equivalent in total content (normally two academic years);
- ii. 30 semester hours, 45 quarter hours, or its recognized clock hour equivalent in the occupational core area for which the degree is awarded; and
- iii. 15 semester hours, 22.5 quarter hours, or its recognized clock hour equivalent in general education courses.

~~See Chapter IV.G.1. for conversion methodology in calculating and awarding academic credit.~~

VI.A.2.b. ~~*Program curriculum~~a~~ reflects the vocational objectives. The primary purpose of occupational degree programs is technical in nature with courses focused on the attainment of necessary skills to enter a chosen employment field.*~~

~~The primary purpose of occupational degree programs is technical in nature with courses focused on the attainment of necessary skills to enter a chosen employment field. Occupational Core courses must be directly related to the occupational area for which a degree is awarded, ~~and emphasize achievement of occupational objectives.~~~~

General education courses develop basic essential knowledge, skills, and abilities for continued learning and career development. These courses are distributed from offerings in the humanities, social sciences, or natural sciences. Courses in communications, mathematics, humanities, social sciences, and the arts are examples of courses in general education.

Applied general education courses directly apply to a specific occupation (e.g., technology, medication math, psychology for health professionals, and business math) ~~and also satisfy general education requirements.~~ Both “general education” and “applied general education” courses satisfy the general education requirements.

An institution may enter into a formal written articulation agreement with another institution to provide its general education requirements. Such an institution must be accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA).

An institution may accept transfer credit for subjects or courses completed at another accredited institution. However, 25 percent or more of required program credits are completed at the institution awarding the degree.

Subsection 3 – Learning resources

VI.A.3. *Learning resources exist to complement the degree program(s).*

~~An institution has in place learning resources beyond those required for non-degree granting institutions that include (1) staff charged with assisting students and monitoring library activity, (12) a budget, and (23) holdings that reflect a degree-granting institution and includes holdings to support the general education component of educational programs. Reference, research, and information resources are available to support programs and to enhance student learning. Learning resource materials may be provided through hard copy reference materials and/or full text virtual libraries.~~

~~Reference, research, and information resources must be made available to enhance, augment, and support all the degree-level curricular and educational offerings.~~

Subsection 4 – Faculty

VI.A.4. *Faculty consists of qualified individuals.*

~~Instructors of Faculty teaching occupational core courses evidence~~ possess the following:

- ~~i. Hold, at a minimum, an associate degree from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) (applicable to faculty hired on or after January 1, 2020; whereas faculty hired prior to January 1, 2020, have until January 1, 2023, to evidence compliance with the associate degree requirement) and academic preparation in the specific courses being taught. Current licenses, certifications, or other designations as required by local, state, or federal laws to work in the field;~~
- ~~ii. Three (3) years of practical experience in the occupational field in which they teach. graduation from a program in the field in which they teach, accredited by an agency recognized by the U.S. Secretary of Education, the Council for Higher Education Accreditation, or an otherwise recognized training entity (e.g., hospital-based program) in the specialty field; and~~
- ~~iii. A current license, certification, or other credential if required by local, state, and/or federal laws to work in the field. a minimum of three years of occupational experience in the subject field or in a closely related field; or~~

~~Until January 1, 2023, individuals hired prior to January 1, 2020, who do not meet the above education criteria may qualify through justifying documentation of alternative experience or education in the field (e.g., completed course work, related professional certifications, documentation of expertise).~~

~~These individuals must evidence:~~

- ~~i. a minimum of Four (4) years of practical job-related training and experience in the occupational for those instructors who are not graduates from a program in the field in which they teach.~~
- ~~ii. A current license, certification, or other credential if required by local, state, and/or federal laws to work in the field.~~

~~Instructors of Faculty teaching general education courses possess a baccalaureate degree and academic preparation in specific courses being taught.~~

Subsection 5 – Advertising

VI.A.5. *Advertising and promotional materials ~~contain clear and provable statements~~ accurately state the nature of the degree.*

~~An Associate of Occupational Science and Associate of Applied Science or another title as designated or permitted by state law or regulations is vocational in nature. Advertising, promotional materials, and literature accurately state the vocational nature of the degree.~~

SECTION B – Academic Associate Degrees

Academic associate degrees may include Associate of Science, Associate of Arts, and any other academic associate degrees that meet the requirements of this section.

Subsection 1 – Basic requirements

VI.B.1. *All ~~courses and experiences~~ are clearly postsecondary in nature collegiate level and emphasize both the achievement of vocational objectives and general education requirements.*

~~The advanced level instructional content of courses meets degree credit.~~ Remedial courses and refresher courses are not considered for credit. Courses within the ~~occupational~~ professional area of concentration shall not be classified as general education courses.

General education courses ~~shall emphasize principles and theory;~~ give balance to the total program ~~and complement the occupational program and needs of the students.~~

Subsection 2 – Curriculum

VI.B.2.a. *The program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational core and general education courses.*

The program requires:

- i. 60 semester hours, 90 quarter hours, or its recognized clock hour equivalent in total content (normally two academic years);
- ii. 30 semester hours, 45 quarter hours, or its recognized clock hour equivalent in the occupational core area for which the degree is awarded; and
- iii. 15 semester hours, 22.5 quarter hours, or its recognized clock hour equivalent in general education courses.

~~See Chapter IV.G.1. for conversion methodology in calculating and awarding academic credit.~~

Occupational Core courses must be directly related to the area for which the degree is awarded and emphasize achievement of occupational objectives.

~~General education courses develop basic essential knowledge skills and abilities for continued learning and career development. These courses are distributed among offerings in the humanities, social sciences, or natural sciences.~~

~~Courses in technology, communications, mathematics, humanities, social sciences, and the arts are examples of courses in general education.~~

VI.B.2.b. Program curriculum um reflects the achievement of vocational objectives.

The objectives of an academic associate degree program reflect the institution's mission and includes general education courses.

An institution may enter into a formal written articulation agreement with another institution to provide its general education requirements. Such an institution must be accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA).

An institution may accept transfer credit for subjects or courses completed at another accredited institution. Institutions must require at least 25 percent of program credits be completed at the institution awarding the degree.

Subsection 3 – Learning resources

VI.B.3.a. Library-Learning resources exist to complement the degree program(s).

An institution has in place learning resources beyond that required for non-degree granting institutions that include ~~(1) staff charged with assisting students and monitoring library activity, (12) a budget, and (23) holdings that reflect a degree-granting institution and includes holdings in humanities, arts, sciences, and social sciences to support the general education component of educational programs. Reference, Rresearch, and -information resources are is available to support programs and to enhance student learning. Learning resource materials may be provided through hard copy reference materials and/or full-text virtual libraries.~~

~~Learning resources are accessible to all students during and beyond classroom hours. These learning resource materials are current and relevant to program offerings and student population. Such resources include standard reference texts, current periodicals, professional journals and multi-media materials. A trained and knowledgeable staff is available to oversee and maintain the resources and to assist students in the use of the technologies and resources provided. Students are made aware of resources available, including location, hours of operation, staff responsible, and materials.~~

~~In evaluating the use of learning resources by students, consideration is given to accessibility and to methods used by faculty to inspire, motivate, encourage, and direct the use of these resources by students. Current inventory records are maintained.~~

~~Learning resource materials may be provided through hard copy reference materials and/or full-text virtual libraries. Exclusive reliance upon virtual libraries will be deemed adequate only upon demonstration that these resources meet ABHES requirements and that all students, faculty, and relevant personnel have been trained in use of the library and that adequate learning resources are available to support each program offered by an institution. Interlibrary agreements may supplement but not replace these resources.~~

Subsection 4— Student services

~~***VI.B.4. Institutions offering degree programs provide comprehensive student services to support the programs offered and the size and characteristics of the student body.***~~

~~Services provided to students include admissions and orientation, financial assistance, academic advising, and employment assistance. An institution designates qualified individuals to oversee these respective areas and provides~~

~~such services during regularly scheduled hours to accommodate student schedules. Students are advised of the services available and use is encouraged.~~

~~Services are coordinated by an individual with professional educational qualifications. These services encompass relevant coping skills (e.g., life skills, career development skills, budget and personal financial planning skills), and general development appropriate to higher education students.~~

Subsection 4 – Faculty

VI.B.4. Faculty consists of qualified individuals.

~~Instructors~~ Faculty evidence the following:

- ~~i. hold, at a~~ A minimum of ~~, a~~ baccalaureate degree ~~from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA).~~
- ~~ii. (applicable to instructors hired on or after January 1, 2017; whereas instructors hired prior to January 1, 2017, have until January 1, 2020, to evidence compliance with the baccalaureate degree requirement), and a~~ Academic preparation in the specific courses being taught. ~~Instructors must have~~
- ~~iii. a~~ At least 15 semester credit hours or equivalent in the subject content area.

~~Additionally, instructors of occupational~~ Faculty teaching core courses ~~possess evidence~~ the following:

- ~~i. Graduation from a program in the field in which they teach accredited by an agency recognized by the U.S. Secretary of Education or the Council on Higher Education Accreditation; and~~
- ~~ii.i. Three (3)~~ a minimum of three years of occupational-practical experience in the subject-occupational field in which they teach or in a closely related field.
- ~~iii. —~~
- ~~ii. A current license, certification, or other credential if required by local, state, and/or federal laws to work in the field.~~

At least 50 percent of general education courses must be taught by faculty possessing a master's degree or higher. In all cases, the degree must be from an institution accredited by an agency recognized by the U.S. Secretary of Education or the Council on Higher Education Accreditation.

Subsection 5 – Advertising ~~of degree programs~~

VI.B.5. Advertising and promotional materials accurately state the nature of the degree. ~~contain clear and provable statements.~~

~~Advertising, promotional materials, and literature accurately state the academic nature of the degree.~~

Subsection 6 – Admissions

VI.B.6. An institution adheres to its admissions policies and enrolls students who possess, at a minimum, a high school diploma or ~~a~~ recognized equivalent tey certificate.

SECTION C – Baccalaureate Degrees

Baccalaureate degrees may include Bachelor of Science, Bachelor of Arts, and any other bachelor's degree that meets the requirements of this section.

Subsection 1 – Basic requirements

VI.C.1. All courses are clearly postsecondary in nature and emphasize both the achievement of professional objectives and general education requirements.The institution publishes in its catalog a stated mission that encompasses achievement of vocational objectives and general education.

~~The objectives of a baccalaureate degree program reflect the application of an institution's mission to its constituencies.~~

~~Programs at collegiate institutions emphasize both the achievement of vocational objectives and general education.~~
This emphasis requires courses ~~in general education~~ that are both quantitatively and qualitatively relevant to the chosen degree.

Subsection 2 – Curriculum

VI.C.2.a. The program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational-professional and general education courses.

The program requires:

- i. 120 semester hours, 180 quarter hours, or their equivalent normally earned over a period of 8 semesters, 12 quarters, or their equivalent. ~~Transfer of credit for work at other institutions may be granted. Credit may be awarded for life experiences through prior learning assessment (PLA), such as DANTEs, CLEP or ACE recommendations.~~
- ii. 60 semester hours, 90 quarter hours, or their equivalent in the area of concentration for which the degree is awarded, not to include subject matter considered general education courses; and
- iii. 36 semester hours, 54 quarter hours, or its recognized clock hour equivalent in general education courses. A minimum of 6 semester hours or 9 quarter credit hours of general education courses must be upper level courses.

~~See Chapter IV.G.1. for conversion methodology in calculating and awarding academic credit.~~

~~The curriculum identifies the courses that satisfy the concentration and general education requirements.~~
The curriculum identifies courses for a baccalaureate degree using a distinct course numbering and sequencing system, which must be clearly outlined in the catalog. Students must progress from lower level courses to upper level courses to evidence academic rigor.

The catalog states the expectations for all baccalaureate degree curriculum. Institutions offering baccalaureate degrees, including completion programs, must clearly describe the requirements for admission, completion of prerequisites, and general education courses in the catalog and program materials.

~~Expectations for general education are outlined in the Glossary.~~

An institution may enter into a formal written articulation agreement with another institution to provide its general education requirements. Such an institution must be accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA).

An institution may accept transfer credits for subjects or courses completed at another accredited institution. Institutions must require at least 25 percent of program credits be completed at the institution awarding the degree.

Credit may be awarded for life experiences through prior learning assessment (PLA), such as DAN TES, CLEP, or ACE recommendations.

VI.C.2.b. ***Program eCurriculum must approximate the academic community standards for the found at other institutions offering baccalaureate degrees program.***

The curriculum must quantitatively and qualitatively approximate the standards at other institutions offering baccalaureate degrees. The curriculum is relevant, current, and demonstrates academic rigor appropriate for baccalaureate degree studies. Emphasis is placed on high levels of critical thinking, research, and analytical skills essential for problem solving in the discipline of study. Curricular offerings must require the use of learning resources.

It is designed to help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology contribute to the purposes, curriculums, and standards of collegiate institutions. Evidence must be provided that curricular offerings require use of library resources.

The sequence of instruction is structured from lower level courses to upper level courses to evidence academic rigor.

~~**VI.C.6.e.** ***Program enrollment in upper division courses is sufficient to support regularly scheduled classes and laboratory work.***~~

~~Enrollment in upper division courses is sufficient to support regularly scheduled and conducted classes and laboratory work. Upper division work is offered and is based upon prerequisites.~~

Subsection 3 – Library Learning and instructional resources

VI.C.3.a. ***Library Learning resources exist to complement the program(s).***

An institution has learning resources beyond that required for non-degree granting institutions that include (1) staff charged with assisting students and monitoring activity, (12) a budget to support the size and scope of the institution and programs offered, and (23) holdings to support the professional objectives and general education requirements. Reference, research, and information resources are available to support programs and to enhance student learning. Learning resources may be provided through hard copy reference materials and/or full-text virtual libraries. annual library budget, to support the size and scope of the institution and the programs offered, must be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

The library function is shaped by the educational programs of the institution. Program related reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

The collegiate library must contain up-to-date titles in a quantity that supports the size of the institution and the breadth of its educational programs. The library collection must include holdings on the humanities, arts, math, English and

~~sciences; magazines and professional journals and periodicals. These holdings may be presented via, physical holdings, on line databases, virtual libraries or a combination of these.~~

Subsection 4 – Program supervision and faculty

VI.C.4.a. A qualified individual supervises the program(s) offered by the institution.

This individual supervises faculty, coordinates the training and teaching of the programs, and has communication with and guidance of the Advisory Board. At a minimum, this individual possesses the following:

- i. ~~A~~An earned master’s degree.;
- ii. ~~a~~a minimum of three years teaching or occupational experience in the ~~contents~~subject field or a closely related field.;
- iii. ~~A~~A current license, certification, or other credential if required by local, state, or federal laws to work in the ~~field~~field where applicable, certification in the occupation and meets state requirements.

VI.C.4.b. Faculty consists of qualified individuals.

~~Instructors~~Faculty evidence the following:

- i. ~~Hold, at a minimum of,~~ a master’s degree from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA). ~~and Faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or baccalaureate degrees plus professional certification through a nationally recognized and accredited certifying agency may meet the qualification requirement with justification.~~
- ii. ~~A~~Academic preparation in the specific courses being taught.
- iii. ~~—~~—Instructors must have at least 15 semester credit hours or equivalent in the ~~subject~~subject content area.

~~Faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or baccalaureate degrees plus professional certification through a nationally recognized and accrediting certifying agency may meet the qualification requirement with justification.~~

VI.C.4.c. Faculty assignments and teaching loads must be reasonable.

~~During any academic term, a faculty member must not be assigned to teach in more than three subject fields of instruction and preferably in not more than two subject fields. The size of the faculty must be of such size as to support the total student enrollment.~~

Teaching loads ~~are reasonable and~~ are justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

~~Faculty may not be assigned more than 12 semester credits or equivalent during any academic term.~~

Subsection 5 – Advertising ~~of degree programs~~

VI.C.5. *Advertising and promotional materials ~~contain clear and provable statements~~ accurately state the nature of the degree.*

~~Advertising, promotional materials, and literature accurately state the academic nature of the degree.~~

Subsection 6 – Admissions

VI.C.6. *Students admitted to baccalaureate degree programs possess a regular high school diploma, or the equivalent recognized by the state where the institution is authorized.*

~~Proof of the~~ The regular high school diploma or its recognized equivalent must be received prior to the first day of attendance. A signed attestation is not sufficient evidence.

Subsection 74 – Student services

VI.C.74. *Institutions offering degree programs provide comprehensive student services to support the number of programs and size and characteristics of the student body.*

These services encompass academic advising and support, and relevant life skills. An individual with professional educational qualifications in these skills coordinates these services.

SECTION D – Master’s Degrees

Subsection 1 – Basic requirements

VI.D.1. *~~All courses are clearly master’s level in nature and emphasize the achievement of professional~~
~~The institution publishes in its catalog a stated mission that encompasses achievement of~~
~~master’s degree program objectives.~~*

~~The objectives of a master’s degree program reflect the application of the institution’s mission to its constituencies~~ emphasis requires courses that are both quantitatively and qualitatively relevant to the chosen degree.

Master’s degree programs emphasize research and analysis that contribute to student achievement of a high level of independent and critical thinking skills.

Subsection 2 – Curriculum

VI.D.2.b. *Curriculum must ~~quantitatively and qualitatively~~ approximate the academic community standards for the master’s degree program.*

The curriculum must quantitatively and qualitatively approximate the standards at other institutions offering master’s degrees. The curriculum is relevant and current and demonstrates academic rigor appropriate for graduate studies. Emphasis is placed on high levels of critical thinking, research, and analytical skills that are essential for problem solving in the discipline of study.

~~VI.D.6.c. — Program enrollment is sufficient to support regularly scheduled classes.~~

~~Enrollment is sufficient to support regularly scheduled classes that allow students to complete the program in a timely manner.~~

Subsection 3 – Library and instructional resources

VI.D.3.a. Library resources exist to complement the program(s).

An annual library budget to support the size and scope of the institution and the level of programs offered must be established. The allocated budget must be expended for the purchase of books, subscriptions to appropriate online databases, periodicals, library equipment, and other resource and reference materials. ~~These holdings may be physical holdings, online databases, virtual libraries, or a combination of these.~~

The library function is shaped by the educational programs of the institution. Program related reference, research, and information resources must be available to provide support for curricular and educational offerings at the master's level to enhance student learning.

~~The collegiate library must contain current and relevant titles in a quantity that supports the size of the institution and the breadth of its educational programs. The library collection must include advanced holdings in the humanities, arts, math, English, and sciences; magazines; professional journals, and periodicals. These holdings may be physical holdings, online databases, virtual libraries, or a combination of these.~~

VI.D.3.b. An individual who possesses professional academic education and experience supervises the institution's library.

A professionally trained librarian holds an earned master's degree in library or information science or a comparable program and, where applicable, meets state requirements to work as a librarian. The librarian participates in documented professional growth activities.

A professionally trained librarian:

- i. ~~s~~Supervises and manages library and instructional resources.;
- ii. ~~f~~Facilitates the integration of these resources into the curriculum; ~~and.~~
- iii. ~~a~~Assists graduate students and faculty in the use of these resources.

During scheduled library hours, there must be a trained individual on duty at all times to supervise the library and to assist students and faculty with library functions. This individual must be competent in using library technologies and proficient in assisting graduate students and faculty with scholarly research.

Subsection 4 – Program supervision and faculty

VI.D.4.a. A qualified individual supervises the program(s) offered by the institution.

~~This individual supervises faculty, oversees the programs, and collaborates with the Program Advisory Board(s).~~

At a minimum, this individual possesses the following:

- i. An earned doctorate ~~from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA).~~;
- ii. ~~a~~Administrative experience at the postsecondary level.;
- iii. ~~a minimum of t~~Three (3) years of teaching experience in the ~~subject content~~ field or a closely related field.;

iv. A current license, certification, or other credential if required by local, state, or federal laws to work in the field in the occupation, as applicable; and,

~~v. meets state requirements.~~

VI.D.4.b. Faculty consists of qualified individuals.

Faculty evidence the following:

i. A minimum of a master's degree from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA). Faculty members holding a terminal degree, i.e. professional degrees such as J.D. or M.D., may meet the qualification requirement with justification. A minimum of 50 percent of the faculty must have an earned doctorate,

ii. aAcademic preparation in the discipline. The faculty member of record must have at least 18 semester credit hours or the equivalent in the subject area of instruction.

~~i. and tThree (3) years of experience in the field. Faculty members, without an earned doctorate, must have an earned master's degree, academic preparation in the discipline and three years of experience in the field. Faculty members holding a terminal degree, i.e. professional degrees such as J.D. or M.D., may meet the qualification requirement with justification.~~

~~ii-iii.~~

~~All advanced degrees must have been earned from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) and academic preparation in the subject area of instruction, and three years of experience in the field.~~

~~The faculty member of record must have at least 18 semester credit hours or the equivalent in the subject area of instruction.~~

A minimum of 50 percent of the faculty must have an earned doctorate. In all cases, the degree must be from an institution accredited by an agency recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA).

VI.D.4.c. Faculty assignments and teaching loads must be reasonable.

~~During any academic term, a faculty member must not be assigned to teach in more than two subject fields of instruction. The size of the faculty must be sufficient to support the total student enrollment in the program.~~

Faculty Teaching loads are reasonable and must allow time for include type and level of instruction, size of classes, academic advising, scholarly work (e.g. research, publication, presentation) and professional activities, and other duties as assigned. ~~Responsibilities for academic advising, committee membership, and other administrative duties may be assigned as needed.~~

Subsection 5 – Advertising of degree programs

VI.D.5. Advertising and promotional materials ~~contain clear and provable statements~~ accurately state the academic nature of the degree.

~~Advertising, promotional materials, and literature accurately describe the master's degree program(s).~~

Subsection 6 – Admissions

VI.D.6. *Students admitted to a ~~graduate-master's~~ degree program possess an earned baccalaureate ~~appropriate for the graduate area of study.~~*

Admission standards and processes must ensure that students are capable of succeeding in the program.

~~The baccalaureate must be from an institution accredited by an agency that is recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA).~~

An academic transcript to evidence the baccalaureate must be submitted prior to matriculation.

A baccalaureate earned within the United States and its territories must be from an institution accredited by an agency recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA).

A baccalaureate from an institution located outside of the United States and its territories must be evaluated by a credential evaluation service provider. The provider must have published standards for membership, affiliations to U.S.-based international higher education associations, and be linked to and used by federal agencies, state agencies, educational institutions and employers (e.g., NACES and AICE).

Subsection 7 – Student services

VI.D.7. *Institutions offering master's degree programs provide comprehensive services to support the number of programs and size and characteristics of the graduate student body.*

Student services must be provided to support the academic success of graduate students. Such services should include assistance with research methodology, scholarly writing, and professional networking. The individual(s) responsible for this function must have experience in servicing graduate students and are affiliated with the department in which the program resides.

CHAPTER VII – MA EVALUATION STANDARDS FOR MEDICAL ASSISTING

Subsection 2 – Faculty and consultation

MA.B.2.c. A program is served by an advisory board of program-related specialists to assist administration and faculty in fulfilling stated educational objectives.

The program's advisory board consists of at least one current faculty member and at least one non-employee representative from each of the following communities of interest:

- i. program graduate
- ii. employer
- iii. current medical assistant practitioner
- iv. licensed (within the United States or its territories) physician, physician assistant, or nurse practitioner

~~The institution is also required to have a licensed (within the United States or its territories) physician, physician assistant, or nurse practitioner who is associated with the staff and faculty in a consulting capacity.~~

An individual may not serve in more than one capacity.

CHAPTER VIII – DA I EVALUATION STANDARDS FOR DENTAL ASSISTING

SECTION B – Program Supervision, Faculty, and Consultation

Subsection 1 – Supervision

DAI.B.1. The program supervisor possesses supervisory experience and is credentialed in the field.

A program supervisor:

- i. holds a current dental assistant registration or certification through a nationally recognized and accredited certifying agency, is a currently Certified or Registered Dental Assistant (CDA or RDA) or is a licensed dentist, and is proficient in four-handed and/or six-handed dentistry principles;
- ii. has experience in the field; and
- iii. is sufficiently free from service and other non-educational duties to fulfill the educational and administrative requirements of the program.

A licensed dental hygienist who was appointed as a dental assisting program supervisor prior to July 1, 2010, is exempt from requirement (a) regarding credentialing in the dental assisting field provided he or she possesses occupational experience in the application of clinical chairside dental assisting involving fourhanded dentistry.

The responsibilities of the program supervisor include participation in:

- (a) Budget preparation
- (b) Fiscal administration
- (c) Curriculum development and coordination
- (d) Selection and recommendation of individuals for faculty appointment and promotion
- (e) Supervision and evaluation of faculty
- (f) Determining faculty teaching assignments
- (g) Determining admissions criteria and procedures
- (h) Planning and operating program facilities
- (i) Selection of extramural facilities and coordination of instruction in the facilities
- (j) Assessment of facilities and equipment periodically in relation to current concepts of dental assisting and recommends appropriate modifications

Subsection 2 – Faculty and consultation

DAI.B.2.a. Faculty formal education/training and experience support the goals of the program.

~~i. All core faculty are Certified Dental Assistants or Registered Dental Assistants (CDA or RDA). Faculty members who are currently licensed dentists are not required to hold the CDA or RDA credential.~~

~~ii. All core faculty are licensed, if required by the state, as required, and~~

All faculty possess:

- i. Current knowledge and experience in dental assisting. Faculty is-are proficient in didactic and clinical four-handed and/or six-handed dentistry. ~~Faculty members who are dentists are not required to hold the CDA or RDA credential.~~
- ii. The institution ensures faculty is-are experienced in educational methods, testing, and evaluation.
- iii. Faculty is-are aware of state requirements governing dental assisting programs, as applicable.

SECTION C – Educational Facilities and Resources

DAI.C.1.a. *The institution’s laboratory facilities are well stocked, sufficient in size, maintained, and include the following:*

- i. Student stations suitable to number of students
- ii. Lighting, electrical outlets, ventilation and storage space
- iii. Adequate lighting, electrical outlets, and storage space
- iv. Adjustable chair
- v. Sinks and plaster control devices
- vi. Adequate ventilation
- vii. Sufficient number of lathes, model trimmers, and vibrators for proper instruction
- viii. Sufficient variety of quality dental materials/supplies
- ix. Power operated chairs
- x. Air and water syringes
- xi. Dental units and mobile stools
- xii. Adjustable dental light
- xiii. High and low speed handpieces
- xiv. Oral evacuating equipment
- xv. Work surface for the assistant
- xvi. Sterilizing equipment and area for preparing, sterilizing, and storing instruments
- xvii. Sufficient number of dental radiography units that meet applicable regulations
- xviii. Sufficient number of teaching mannequins
- xix. Sufficient number of view boxes and film-holding devices to accommodate several students
- xx. ~~Film developing~~Imaging devices ~~or darkroom and processing equipment~~
- xxi. Individual radiation monitoring devices/dosimeters
- xxii. Lead apron with cervical collar

CHAPTER VIII– DA II EVALUATION STANDARDS FOR DENTAL ASSISTING

SECTION C – Educational Facilities and Resources

DAII.C.1.a. The institution’s laboratory facilities are well stocked, sufficient in size, maintained, and include the following:

- i. Student stations suitable to number of students
- ii. Lighting, electrical outlets, ventilation and storage space
- iii. Adequate lighting, electrical outlets, and storage space
- iv. Adjustable chair
- v. Sinks and plaster control devices
- vi. Adequate ventilation
- vii. Sufficient number of lathes, model trimmers, and vibrators for proper instruction
- viii. Sufficient variety of quality dental materials
- ix. Power operated chairs
- x. Air and water syringes
- xi. Dental units and mobile stools
- xii. Adjustable dental light
- xiii. High and low speed handpieces
- xiv. Oral evacuating equipment
- xv. Work surface for the assistant
- xvi. Sterilizing equipment and area for preparing, sterilizing, and storing instruments
- xvii. Sufficient number of dental radiography units that meet applicable regulations
- xviii. Sufficient number of teaching mannequins
- xix. Sufficient number of view boxes and film-holding devices to accommodate several students
- xx. ~~Film developing~~Imaging devices ~~or~~ and processing equipment~~darkroom~~
- xxi. Individual radiation monitoring devices/dosimeters
- xxii. Lead apron with cervical collar

CHAPTER VIII – DMS EVALUATION STANDARDS FOR DIAGNOSTIC MEDICAL SONOGRAPHY

SECTION A – Curriculum, Competencies, and Clinical Experience

DMS.A.1. *The depth and breadth of the program’s curriculum enables graduates to acquire the knowledge, competencies, and skills as an entry-level sonographer in the field of diagnostic medical sonography.*

Competencies required for successful completion of the program are delineated, and the curriculum ensures achievement of these entry-level competencies through coursework, skills assessments, and clinical experiences. Students are advised, prior to enrollment and throughout the program, of any credentialing requirements necessary to achieve and/or maintain employment in the field. Focus is placed on increasing the marketability and employability of graduates through credentialing.

To provide for student attainment of entry-level competence, the curriculum includes, but is not limited to, the following:

Curricular Components

Courses are defined as either core or non-core courses. Core courses are categorized as Applied Ultrasound Sciences and Learning Concentrations. Non-core courses are categorized as General Education and Curricular Requisites. General Education requirements (communication skills which may be met with courses in college-level English composition or speech, or college-level mathematics, human anatomy and physiology, and general physics are met before core educational courses are presented. Curricular Requisites (career development, medical terminology, medical law and ethics, basic patient care, and pathophysiology), are presented in a logical sequence within the curriculum. The curriculum follows a logical and progressive order and sequence.

1. General Education (must be met prior to Core Courses)

A. Communication Skills

Graduates will be able to:

- a. Obtain patient history
- b. Discuss pre- and post-procedure information
- c. Explain diagnostic testing protocols
- d. Prepare and present technical reports and communicate clinical findings to licensed practitioner
- e. Demonstrate basic computer skills
- f. Practice effective communication in the workplace
- g. Demonstrate proper telephone etiquette
- h. Demonstrate an understanding of diverse populations (e.g. culture, religion, race, age, gender, sexual orientation, disability or patients with special needs, and economic status) and the ways that diversity influences language and communication
- i. Demonstrate an understanding of the core competencies for Interprofessional Collaborative Practice i.e. values/ethics; role/responsibilities; interprofessional communication; teamwork

B. Mathematics

Graduates will be able to:

- a. Demonstrate a proficient understanding of the metric system and measurements
- b. Perform arithmetic and algebraic functions and processes

- c. Understand the use of fractions, decimals, percentages, and interconversions
- d. Apply knowledge of logarithms and exponents

C. Physics

Graduates will be able to:

- a. Understand principles of general physics (e.g., motion, work, and heat)
- b. Understand principles of acoustic physics (e.g., sound production and propagation and interactions of sound with matter)
- c. Apply principles of Doppler and Duplex applications in diagnostic medical sonography
- d. Identify Doppler and Duplex instruments, components, and technologies
- e. Understand the components and functions of the ultrasound system
- f. Select and utilize ultrasound transducers
- g. Understand the principles of hemodynamics
- h. Demonstrate knowledge of bio effects of ultrasound, quality assurance, and clinical safety

D. Anatomy and Physiology

Graduates will be able to:

Understand the following major body systems:

- a. Respiratory
- b. Cardiovascular system
- c. Nervous system
- d. Digestive system
- e. Muscular Skeletal system
- f. Reproductive systems, including embryology and fetal development
- g. Urinary system
- h. Endocrine system
- i. Reticuloendothelial system
- j. Skin and Integumentary system

2. Curricular Requisites

A. Medical Terminology

Graduates will be able to:

- a. Explain structure of medical terms (roots, prefixes, and suffixes)
- b. Demonstrate an understanding and use of abbreviations and symbols in health care
- c. Apply procedural terminology specific to the field of diagnostic medical sonography

B. Career and Professional Development

Graduates will be able to:

- a. Understand process of certification, credentialing, and licensure relevant to each state, as applicable
- b. Differentiate career pathways within the field of diagnostic medical sonography
- c. Demonstrate effective resume writing, interview skills, and conduct employment searches
- d. Demonstrate professionalism
- e. Identify continuing education requirements and the benefits of professional organization memberships

C. Medical Law and Ethics

Graduates will be able to:

- a. Apply ethical decision-making
- b. Understand pertinent regulations and terminology applicable to the profession
- c. Maintain patient confidentiality and privacy
- d. Demonstrate an understanding of HIPAA compliance
- e. Understand patient Bill of Rights
- f. Follow advanced directives
- g. Maintain professional codes of conduct and scope of practice

D. Basic Patient Care

Graduates will be able to:

- a. Demonstrate an understanding of Sonographer – Patient interaction (based on age, needs, and conditions)
- b. Practice patient safety
- c. Apply strategies for dealing with difficult patients, family members, and situations
- d. Offer principles of emotional and psychological support
- e. Maintain infection control and universal precautions
- f. Manage emergency situations including biological hazards in accordance with facility protocol
- g. Demonstrate awareness of physical environment and setting
- h. Perform Healthcare Provider CPR and first aid
- i. Demonstrate skills for patient transfer, transportation, and proper positioning, as applicable by facility or state regulation

E. Sonographer Safety

Graduates will be able to:

- a. Apply personal protective equipment requirements
- b. Maintain principles of ergonomics
- c. Recognize factors that relate to physical and emotional stress and injuries
- d. Maintain equipment safety

3. Applied Ultrasound Sciences

A. Sonography Instrumentation

Graduates will be able to:

- a. Demonstrate the use of ultrasound equipment and its proper function
- b. Select appropriate transducer for specific applications

B. Sonography Modes

Graduates will be able to:

- a. Demonstrate image optimization techniques including
 - 1) 2D
 - 2) Color flow
 - 3) Spectral and Power Doppler
 - 4) Duplex imaging
 - 5) M-mode
 - 6) Harmonic imaging
- b. Demonstrate image optimization techniques that may include:

- 1) 3D and 4D
- 2) Strain imaging
- 3) Elastography
- 4) Biopsy mode

C. Scanning Techniques and Examination Procedures

Graduates will be able to:

- a. Apply scanning techniques such as:
 - 1) Scanning methods and planes
 - 2) Purpose and function of various scanning techniques, and their appropriate selection
 - 3) Ergonomics, including supports, tools, devices, and adjustments
- b. Demonstrate knowledge of examination procedures
 - 1) Patient name and information
 - 2) Type of examination (pre-sets)
 - 3) Transducer selection

D. Technical Image Production

Graduates will be able to:

- a. Use system controls to optimize image production
- b. Adjust 2-D gray scale and M-mode controls:
 - 1) Power
 - 2) Overall Gain
 - 3) TGC
 - 4) Depth
 - 5) Focus
 - 6) Frequency
 - 7) Dynamic range
 - 8) Reject
- c. Adjust color flow Doppler, spectral Doppler, and power Doppler:
 - 1) Angle correction
 - 2) Color box size and direction
 - 3) Scale
 - 4) Baseline position
 - 5) Wall filter
 - 6) Persistence
 - 7) Color Mapping
 - 8) Gate Placement and size
 - 9) Aliasing

E. Measurements and Calculations

Graduates will be able to:

Perform ultrasound measurements and calculations for:

- a. Distance
- b. Area
- c. Circumference
- d. Volume
- e. Weight
- f. Gestational age

- g. Spectral measurements
- h. Specific protocol and examination

F. Examination Documentation

Graduates will be able to:

Produce the following image documentation:

- a. Photograph
- b. Radiographic film
- c. Video
- d. Digital archiving

G. Quality Assurance and System Maintenance

Graduates will be able to:

- a. Ensure and implement quality assurance by maintaining:
 - 1) Safety and ALARA principle
 - 2) Resolution
 - 3) Displays
 - 4) Phantom testing
 - 5) Storage and communication
- b. Understand the significance of Bio effects

H. Imaging Limitations

Graduates will be able to:

- a. Identify limitations of imaging related to each learning concentration, as applicable:
 - 1) Equipment limitations: artifacts, capabilities
 - 2) Patient limitations: habitus, current health status, body position, accessibility
 - 3) Operator limitations: experience, training
 - 4) Imaging artifacts
 - 5) Biological artifacts
 - 6) Acoustical artifacts

4. Learning Concentrations

A. General Sonographic Concentration

Programs with a general sonographic concentration must include, but are not limited to, the following competencies.

- a. Graduates will be able to recognize and identify the normal sonographic appearance, variants, and findings in the abdomen and small parts:
 - 1) Liver
 - 2) Gallbladder and biliary ductal system
 - 3) Pancreas
 - 4) Kidneys and the urinary tract, including the bladder
 - 5) Adrenal glands
 - 6) Spleen
 - 7) Lymph nodes

- 8) Abdominal vasculature
 - 9) Peritoneal cavities and retroperitoneal spaces
 - 10) Gastrointestinal tract, including the appendix
 - 11) Non-cardiac chest, including the pleural cavity
 - 12) Neck
 - 13) Thyroid gland
 - 14) Scrotal sac, including testes, epididymis, spermatic cord, prostate, and seminal vesicles
 - 15) Abdominal wall
 - 16) Breast
 - 17) Extremity soft tissue
 - 18) Superficial and subcutaneous tissue
 - 19) Musculoskeletal structures
- b. Graduates will be able to recognize and identify the abnormal sonographic appearance, variants, and findings in the reproductive system and female pelvis:
- 1) Reproductive System
 - a) Uterus
 - b) Vagina
 - c) Ovaries
 - d) Adnexa
 - 2) Pelvic musculature
 - 3) Peritoneal spaces
 - 4) Pelvic vasculature
- c. Graduates will be able to recognize and identify the normal sonographic appearance, variants, and findings in the maternal and fetal structures during the first, second, and third trimesters of gestation, including:
- 1) Gravid uterus, cervix, vagina, ovaries, and cul-da-sac
 - 2) Embryological structures, including gestational sac, yolk sac, embryo
 - 3) Fetal head and face, brain, heart, lungs, stomach, diaphragm, spine, kidneys, bladder, reproductive organs, and extremities
 - 4) Umbilical cord and insertion
 - 5) Fetal abdominal wall and cavities
 - 6) Pertinent assessment and measurement of fetal structures including:
 - a) Gestational sac
 - b) Yolk sac
 - c) Fetal presentation
 - d) Fetal heart rate
 - e) Placental location and grading
 - f) Biophysical profile scoring
 - 7) Biometric measurements, including:
 - a) Biparietal diameter
 - b) Head circumference
 - c) Cephalic index
 - d) Orbital
 - e) Lateral ventricles
 - f) Cisterna magna
 - g) Nuchal fold
 - h) Cerebellar diameter
 - i) Thoracic circumference
 - j) Abdominal circumference
 - k) Femur length

- 1) Humorous length
- d. Graduates will be able to recognize and identify the normal sonographic appearance, variants, and findings in performing invasive, interventional, and therapeutic procedures, including:
 - 1) Breast biopsy
 - 2) Thyroid biopsy
 - 3) Liver biopsy
 - 4) Renal biopsy
 - 5) Soft tissue biopsy
 - 6) Lymph node biopsy
 - 7) Thoracentesis
 - 8) Paracentesis
 - 9) Chorionic villus sampling
 - 10) Amniocentesis
 - 11) Fine needle aspiration
 - 12) Umbilical cord sampling
 - 13) Umbilical cord transfusion
 - 14) In-vitro fertilization
 - e. Graduates will be able to recognize sonographic pathologies, and:
 - 1) Apply the appropriate scanning protocol, techniques, and measurements in correlation with the following clinical information:
 - a) History and physical examination
 - b) Other imaging and laboratory findings
 - c) Primary Diagnosis
 - d) Differential Diagnosis
 - 2) Identify sonographic appearance patterns of pathologies in the following categories:
 - a) Iatrogenic pathologies
 - b) Degenerative pathologies
 - c) Inflammatory pathologies
 - d) Traumatic pathologies
 - e) Neoplastic pathologies
 - f) Infectious pathologies
 - g) Obstructive pathologies
 - h) Congenital anomalies
 - i) Hereditary pathologies
 - j) Metabolic pathologies
 - k) Immunologic pathologies
 - f. Graduates will be able to recognize sonographic obstetric pathology, and:
 - 1) Apply the appropriate scanning protocol, techniques, and measurements in correlation with the following clinical information:
 - a) History and physical examination
 - b) Other imaging and laboratory findings
 - c) Primary Diagnosis
 - d) Differential Diagnosis
 - 2) Graduates must recognize and identify the sonographic appearance and findings of pathologies in the following areas and conditions:
 - a) Placenta
 - b) Umbilical cord
 - c) Amniotic Fluid

- d) Fetal organs to include:
 - (1) Fetal head and face
 - (2) Fetal brain
 - (3) Spine
 - (4) Heart
 - (5) Lungs
 - (6) Diaphragm
 - (7) Abdominal wall and cavities, skin lines
 - (8) Digestive system, including the gastrointestinal tract
 - (9) Kidneys and bladder
 - (10) Reproductive organs
 - (11) Muscular skeletal system
- e) Multiple pregnancies
- f) Growth patterns/fetal development
- g) Congenital anomalies and hereditary pathologies
- h) Pregnancy complications
- i) Maternal diseases
- j) Fetal diseases
- k) Post-partum complications
- l) Therapeutic procedures

A-B. Cardiac Learning Concentration

Programs with a cardiac learning concentration must include, but are not limited to, the following competencies.

- a. Graduates will be able to recognize and identify the normal sonographic appearance, variants, and findings in the heart and surrounding associated structures:
 - 1) Embryology and fetal cardiac development
 - 2) Location of the heart in the chest cavity
 - 3) Chambers and septa of the heart
 - 4) Valves and valve dynamics
 - 5) Coronary arteries
 - 6) Great vessels
- b. Graduates will be able to understand:
 - 1) Basic assessment techniques
 - 2) History and physical
 - 3) Vital signs assessment
 - 4) Cardiac assessment
 - 5) Rhythm
 - 6) Heart sounds and auscultation
 - 7) Percussion
 - 8) Respiration
 - 9) Cyanosis/diaphoresis
 - 10) Edema
 - 11) Pulse oximetry
 - 12) Lab results
 - 13) Level of consciousness

- c. Graduates will be able to recognize and identify the normal appearance, variants, and findings associated with the Principles of Electrophysiology:
 - 1) Application and completion of EKGs of high technical quality
 - 2) EKG measurements and waveform recognition
 - 3) Identification of arrhythmia
 - 4) Identification of conduction defects
 - 5) Determination of axis
 - 6) Recognition of patterns of ischemia, injury, and infarction
 - 7) Recognition of hypertrophy
 - 8) Identification of electrolyte imbalance changes
 - 9) Identification of valve abnormalities
 - 10) Identification of pacemaker rhythms and ICDS
 - 11) Artifacts

- d. Graduates will be able to demonstrate knowledge of the basic principles of pharmacology specific to cardiology:
 - 1) ADME of cardia specific drugs
 - 2) Use of drugs used for cardia emergency
 - 3) Recitation of medical/legal requirements and classifications
 - 4) Listing of pharmacodynamics and pharmacokinetics:
 - a) Adrenergic
 - b) Cholinergic
 - c) Vasopressors and vasodilators
 - d) ACE inhibitors
 - e) Anticoagulants/thrombolytic
 - f) Nitrates
 - g) Antiarrhythmic
 - h) Diuretics and antihypertensive
 - i) Cardiac glycosides
 - j) Calcium channel drugs
 - k) Beta blockers
 - l) Analgesics
 - m) Antibiotics
 - n) Contrast agents

- e. Graduates will be able to correlate diagnostic data obtained during various non-invasive procedures:
 - 1) Holter monitoring and scanning
 - 2) Phonocardiography, as it related to the cardiac cycle
 - 3) Graded Exercise Stress Test (GEST)
 - 4) Pacemaker functions, cardioversion, and defibrillations
 - 5) Telemetry
 - 6) Radionuclide tests
 - 7) Utilization of hemodynamic principles

- f. Graduates will be able to demonstrate knowledge of the principles of cardiovascular technology involved with the collection, application, and interpretation of basic ultrasound imaging using:
 - 1) 2-D gray-scale imaging
 - 2) M-mode
 - 3) Spectral Doppler
 - 4) Color flow Doppler
 - 5) Tissue Doppler imaging

- 6) Strain imaging
- g. Graduates will be able to explain and demonstrate proficiency with M-mode, two-dimensional echocardiography, and Doppler imaging, such as:
 - 1) Advanced techniques of scanning and proficiency with the continuous wave (CW) non-imaging (blind) transducer
 - 2) Measuring of cardiac structures and ventricular function
 - 3) Qualitative evaluation of cardiac chambers, wall segments, and valve motion
 - 4) Acceptable protocols in timely manner for documentation of sonographic findings
- h. Graduates will be able to understand the indications, contraindications, limitations, and procedures below:
 - 1) Stress echocardiography
 - 2) Trans esophageal echocardiography
 - 3) Intraoperative echocardiography
 - 4) Sterile technique/disinfection
 - 5) Contrast echocardiography
 - 6) Three-dimensional echocardiography
 - 7) Echo guided procedures
- i. Graduates will be able to recognize and identify the normal sonographic appearance, variants, and findings associated with Pathological mechanisms, clinical manifestations and appropriate therapeutic measures, of diseases and congenital anomalies that affect the heart and vascular systems:
 - 1) Acquired cardiovascular diseases
 - 2) Congenital cardiovascular diseases
 - 3) Cardiac trauma
- j. Graduates will be able understand sonographer's role with various treatment options:
 - 1) Conservative
 - 2) Medical/Pharmacology
 - 3) Interventional

C. Vascular Learning Concentration

Programs with a vascular learning concentration must include, but are not limited to, the following competencies.

- a. Graduates will be able to demonstrate knowledge of sonographic appearance of normal anatomic structures, including anatomic variants and normal patterns of the following:
 - 1) Cerebrovascular
 - 2) Great vessels
 - 3) Abdominal vasculature
 - 4) Upper extremity vasculature
 - 5) Lower extremity vasculature
- b. Graduates will be able to understand patient history and recognize signs and symptoms of vascular disease, including:
 - 1) Basic assessment techniques
 - 2) History and physical
 - 3) Vital signs assessment
 - 4) Prior medical assessment, procedures and treatment
 - 5) Vascular assessment and rhythm

- 6) Respiration
 - 7) Cyanosis/erythema/diaphoresis
 - 8) Edema
 - 9) Pulse oximetry
 - 10) Lab results
 - 11) Level of consciousness
- c. Graduates will be able to demonstrate knowledge of noninvasive vascular equipment controls with use of instruments and techniques including:
- 1) Duplex ultrasound
 - 2) Color flow Doppler
 - 3) Power Doppler
 - 4) Pulsed wave Doppler
 - 5) Continuous wave (CW) Doppler
 - 6) Arterial plethysmography
 - 7) Photoplethysmography
 - 8) Segmental blood pressures
- d. Graduates will be able to acquire data through vascular assessments to create a preliminary interpretation and summary of findings that demonstrate:
- 1) Correlation of vascular diagnostic techniques with patient history and physical examination
 - 2) Knowledge of proper applied indications for vascular procedures
 - 3) Knowledge of differential diagnosis
 - 4) An understanding of interventional vascular procedures
 - 5) Accuracy and limitations of noninvasive exams
 - 6) Correlation of findings with other imaging modalities and labs
- e. Graduates will be able to understand and identify pathological mechanisms, clinical manifestations, and appropriate therapeutic measures that affect the vascular system and surrounding structures including:
- 1) Acquired vascular diseases
 - 2) Congenital vascular diseases
 - 3) Vascular trauma
- f. Graduates will be able to understand sonographer's role with various treatment options:
- 1) Conservative
 - 2) Medical/Pharmacology
 - 3) Interventional

DMS.A.2. A clinical experience is required for completion of the program.

The following is considered in choosing, placing, and maintaining clinical site affiliations:

(a) Assignment

Clinical experiences include placement at a facility that performs various types of activities that will expose the student to the necessary skills required of the profession. In all cases, the clinical site is properly approved and regulated.

The majority of the students' clinical experiences are spent at sites that perform a proportionate number of examinations per year, with an appropriately balanced mix of procedures to achieve the objectives of the curriculum. If multiple sites are used, the volume and variety of procedures interrelate/combine to meet this volume and variety.

(b) Activities

(no additional requirements beyond Chapter V)

(c) Supervision

There is direct supervision of all students in the field while participating in clinical experiences. Programs clarify their role in how students will be supervised, by whom and visited how often while at their site. There is clear and documented communication between the program and the clinical site.

~~If the program does not employ a supervisor on-site, a~~ qualified preceptor employed by the clinical site meeting the program supervision requirements described in Section B below for either supervisor or faculty qualifications is responsible for such supervision.

Students may not function as facility staff while participating in clinical activities and/or rotations. Students may not receive any compensation while participating in clinical rotations or work, which made known to the student prior to commencement of the clinical rotations. The student is clearly in addition to the facility staff/team and not a substitution.

(d) Requirements for Completion

Upon completion of the clinical rotation/s, students demonstrate entry-level proficiency in all areas of the curriculum. Students also fulfill requirements in accordance with curricula distributions for general education, curricular requisites, and learning concentration area.

SECTION B – Program Supervision

Subsection 2 – Faculty and consultation

DMS.B.2.c. A program ~~must be~~ served by ~~an~~ ~~medical advisor and~~ advisory board of program related specialists to assist administration and faculty in fulfilling stated educational objectives.

The program’s advisory board consists of at least one current faculty member and at least one non-employee representative from each of the following communities of interest:

- i. student
- ii. graduate
- iii. employer
- iv. physician (licensed (within the United States or its territories) ~~physician~~
- v. the public

A medical advisor attends advisory board meetings and acts as a consultant to the program by participating in goal determination, curriculum development, and outcomes assessment review. The medical advisor is a physician and is currently licensed within a jurisdiction of the United States. The medical advisor is board certified in a relevant medical specialty and has knowledge of the use of medical ultrasound.

**CHAPTER VIII – MTB
EVALUATION STANDARDS FOR MASSAGE THERAPY AND BODYWORK**

SECTION B – Program Supervision, Faculty, and Consultation

Subsection 1 – Supervision

MTB.B.1. Program supervisor is credentialed and experienced in the field.

A program supervisor has:

- i. a minimum of an associate degree;
- ii. teaching experience; and
- iii. a current massage therapy registration, license or certification through the state in which they work or nationally recognized agency.

~~A program supervisor must minimally possess an associate degree or be pursuing with a written plan of completion by January 1, 2020.~~

****THIS SENTENCE IS BEING STRUCK FOR THE JANUARY 1, 2020 EDITION OF THE ACCREDITATION MANUAL BECAUSE THE EXEMPTION EXPIRES ON THAT DATE.**

CHAPTER VIII – PHT EVALUATION STANDARDS FOR PHARMACY TECHNOLOGY

SECTION B – Program Supervision, Faculty, and Consultation

Subsection 1 – Supervision

PHT.B.1. The program supervisor possesses supervisory experience and is credentialed in the field.

State boards of pharmacy may dictate qualifications for program supervision and the courses that they are allowed to teach.

The supervisor is either a licensed pharmacist or is a certified pharmacy technician by a nationally recognized and accredited credentialing agency and in good standing with the respective state board. A program supervisor must minimally possess an associate degree. ~~or be pursuing with a written plan of completion by January 1, 2020.~~

****THIS IS BEING STRUCK FOR THE JANUARY 1, 2020 EDITION OF THE ACCREDITATION MANUAL BECAUSE THE EXEMPTION EXPIRES ON THAT DATE.**

CHAPTER IX – DISTANCE EDUCATION EVALUATION STANDARDS APPLICABLE TO ALL EDUCATIONAL PROGRAMS OFFERING DISTANCE EDUCATION

The Accrediting Bureau of Health Education Schools is recognized to accredit programs delivered utilizing distance education methodologies. ABHES defines distance education as a formal educational process to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the instructor and students, and among students. Correspondence education is not within ABHES' scope of recognition and therefore is not eligible for accreditation by ABHES.

This chapter contains additional standards specifically applicable to distance education. -Institutions or programs seeking or holding accreditation by ABHES that offer blended or full distance education must comply with remaining accreditation standards described throughout the *Accreditation Manual*, including Chapter IV for all institutions, Chapter V for all programs, Chapter VI for degree-granting programs, Chapters VII and VIII for specialized programs, and all appendices, as applicable. ~~This chapter (1) contains additional requirements specifically applicable to distance education, or (2) emphasizes requirements that are made more challenging by the lack of proximity among students, faculty, and administration.~~

SECTION A – Goals and Oversight

IX.A.1. *Monitor academic progress to ensure that distance education students are advised of their progress in a timely manner and that assistance is offered, if needed.*

SECTION B – Curriculum, Competencies, and Clinical Experiences

IX.B.1. *Provide in the distance education coursework for timely, regular and substantive interaction between faculty and students and among students.*

An institution or program demonstrates that interaction between faculty and students and among students is built into the distance education curriculum coursework regardless if the course is offered in a blended or full distance education format.

SECTION C – Technology and Learning Resources

IX.C.2. *Ensure appropriate authentication processes are used to verify student identity.*

An institution demonstrates that appropriate measures are in place to ensure that the person who receives credit for coursework is the same person who enrolled in the course. This can be accomplished through a variety of methods including, but not exclusive-limited to, the use of a secure login process, proctored examinations or third-party identity verification systems.

IX.C.4. *Demonstrate that the selected distance education delivery system or learning management system (LMS) has the following requirements.*

- i. aAppropriate infrastructure, policies and procedures to safeguard against short and long-term data loss.;
 - ii. aApplicable scalability to accommodate both current and expected near-term enrollment growth.;
- ~~and,~~

- iii. ~~s~~Sufficient resources to communicate, deliver and distribute learning materials without noticeable service interruption.

IX.C.5. *Ensure sufficient facilities, equipment, technology, budget, staffing, and other resources to support distance education offerings and their growth. ~~Management must demonstrate that the infrastructure can support enrollment growth, which is monitored annually by ABHES.~~*

Management must demonstrate that the infrastructure can support enrollment growth, which is monitored annually by ABHES.

SECTION D – Student Assessment

IX.D.1. *Establish admissions requirements for distance education programs or course(s) and assess whether students have the skills and competencies to succeed in distance education.*

~~Admissions requirements for distance education courses or programs must comply with Chapter V.D.1. of the Accreditation Manual. In addition, a~~Admissions requirements for distance education programs or courses should identify any special requirements in order to enroll in these types of courses. The institution is required to identify the process for assessing whether the students have the appropriate skills and competencies needed to succeed in taking courses through distance education. Assessment measures may reasonably include appropriate testing, review of credentials in the area of distance education, and/or a personal interview with each candidate.

SECTION E – Program Management

Subsection 1 – Program administration

IX.E.1.a. ~~*Have-Employ an individual(s) trained and experienced in the development and delivery of distance education who (i) is employed by either the institution or its parent corporation, and (ii) participates in the*~~responsible for development of the instructional design of the distance delivery model being used by the institution or program.

Institutions or programs offering distance education, whether blended or full, employ at least one individual who is trained and/or experienced in the development and delivery of distance education and knowledgeable in and participates in instructional design using the model currently in place at the institution. This individual may be located at the campus or be a member of the staff at the parent corporation provided regular communication with the campus enrolling students in distance education is evidenced.

IX.E.1.b. *Employ an individual(s) responsible for administering the delivery of the distance education.*

~~Institutions or programs offering distance education, whether blended or full, employ at least one individual~~An institution or program employs an individual who is readily available and responsible for administering the delivery of distance education programs and courses. This individual will have regular interaction with students and faculty who are engaged in distance education. Whether this individual works remotely or on site, evidence must be provided to show the extent and frequency of engagement.

IX.E.1.c. ~~*Have-Employ an individual(s) responsible for trained and experienced in current educational methodologies and techniques for the institution's chosen delivery method who (i) is employed by the institution or its parent company working on-site or remotely, and (ii) participates in the*~~

~~evaluation~~ evaluating
~~(or assessment) of the effectiveness of faculty in the distance education environment.~~

~~An institutions or programs offering distance education, whether blended or full, employ at least one individual employs an individual with the necessary experience and expertise to evaluate trained and/or experienced in evaluating instructional effectiveness of distance education faculty. the techniques utilized by distance education faculty in the context of the given distance education delivery system. This individual may be directly employed by the institution or the parent company, and may work remotely or on site, provided evidence of the 30-day and annual evaluations of the distance education faculty is current and on file at the respective campus location.~~

Subsection 2 – Faculty **requirements**

IX.E.2.a. Distance education faculty have performance reviews to assess their effectiveness in the distance education environment.

~~Distance education faculty are evaluated for their performance in the distance education environment as part of their within 30-days of beginning instruction in the distance education environment, and annually thereafter reviews (refer to V.E.2.b.). Evidence of the 30-day and annual evaluations are on file at the respective campus location.~~

IX.E.2.b. Document timely, regular and substantive interaction between faculty and students and among students in distance education courses.

Faculty evidences this interaction within the distance education delivery system through the use of a variety of synchronous or asynchronous techniques. The quality of interaction should approximate the residential instructional environment. This applies to both blended and full distance education delivery.

IX.E.2.c. Evaluation of student performance is provided during distance laboratory experiences.

An individual who meets the minimum qualifications of a program faculty member is responsible for instructing, assessing, ensuring and documenting students' competencies during while on laboratory experiences. Examples of distance laboratory experiences may include, but are not limited to, virtual, simulation, remote, or training kit-based instruction.

Subsection 4 – ~~In-service training and professional development~~ Faculty training

IX.E.4.b. Distance education faculty are trained in the use of the institution's current distance education delivery system or learning management system (LMS).

Prior to teaching a distance education course, faculty members complete comprehensive training on the utilization of the current learning management system.

IX.E.4.c. Document that faculty members participate, at least annually, in ~~professional development or in-service~~ training specific to distance education pedagogy.

SECTION G – Student Support Services

IX.G.3. Provide ~~documentation to evidence that the institution provides the access to a variety of student support services, such as counseling, academic advising, guidance, employment assistance and financial aid, as applicable,~~ for students enrolled in distance education programs and courses.

~~ABHES requires the same caliber of student services to be provided to all students without regard to the method of instructional delivery. All students are provided access to comparable support services, regardless of instructional delivery method.~~

SECTION H – Disclosures

IX.H.1. Publish instructional delivery methods in the catalog ~~and on course syllabi.~~

IX.H.2. Notify students at the time of enrollment of any projected additional student charges associated with distance education, ~~including verification of student identity.~~

If there are specialized or specific fees associated with distance education, this information must be clearly disclosed to the student in writing at the time of enrollment. If an institution does not charge additional or specialized fees for participation in ~~the distance~~ learning program education this should be made clear to the student at the time of enrollment.

IX.H.3. Publish the technology resources required for successful program or course completion.

An institution or program publishes the technical requirements necessary for participation in distance learning education, including hardware and software requirements, and reliable Internet connectivity, as applicable.

IX.H.4. The catalog must include ~~Clearly outline expectations, any admissions requirements, or prerequisites that are unique for participating in distance education courses or programs in the catalog.~~

~~An institution or program publishes in its catalog the states in which it is authorized to deliver distance education. This information is necessary as a requirement for enrollment along with other applicable expectations and requirements.~~

IX.H.5. Disclose in writing, prior to enrollment, any material circumstance that may adversely impact an applicant's ability to complete a distance education program or gain employment in the field for which the applicant is trained.

An institution or program publishes in its catalog the states in which it is authorized to deliver distance education.

If the institution or program offers distance education outside the state in which the institution or program is physically located, it must disclose to the student prior to enrollment and registration, any barriers to program completion, credentialing or employment for students receiving education in these states. The institution must further disclose that if the student relocates to a state in which the institution does not have approval to operate prior to program completion that this may adversely impact the student's ability to complete the program or gain in-field employment.

APPENDIX C CATALOGS

The following items are to be incorporated:

1. Name, address, and telephone number.
2. Date of catalog printing.
3. Statement of history and ownership.
4. Names of the officers.
5. Mission statement.
6. Listing of approvals, licensures, memberships in professional or trade associations (approvals or affiliations are clearly stated and properly presented, e.g., licensed by the state; member of associations).
7. Listing of agencies that accredit an institution, including the address and telephone number. The scope of accreditation is clearly designated (institutional or program accreditation).
8. Academic calendar listing program timelines, calendar break periods, and holidays.
9. Listing of administrative staff and faculty (full- and part-time) that includes each faculty member's level of education, degrees, and name of institution conferring same. If a faculty member is on a part-time basis, or is considered a consultant or adjunct, such facts are clearly stated. The names of the management team of an institution and their titles are listed.
10. Admission requirements and procedures (if applicable, include a clear statement of requirements for students to be admitted under the ability-to-benefit standard).
11. Educational programs offered, which includes the following information:
 - a. **Program Objectives:** clearly defined statement of goals of program, type of instruction, level of occupation for which training is intended and for whom the training is intended. The courses and academic standards required for successful completion of the programs and the credential given for successful completion are also stated.
 - b. **Program Schedule:** the number of total weeks and contact hours for the program. If credit hours are awarded, the credits are listed. ~~A separate statement for the definition of credit (quarter or semester and its equivalent to clock hours) is included in the catalog.~~
 - c. **Course Descriptions:** sufficiently detailed to define the scope and sequence, hours, and credit awarded, if applicable (subject or "course" descriptions appears in the catalog but may be listed in a separate section).
 - d. **Program Delivery:** an institution must identify the type of instructional delivery (i.e. residential, distance learning, or a combination of both).
12. Definitions for credit (quarter or semester and its equivalent to clock hours) and clock hours, as applicable.

- | ~~42~~13. A general description of the facility, including classrooms, laboratories and equipment. All pictures used must be identified in the institutional catalog, brochures, and other printed material and clearly and explicitly state if they are not actually a part of the institution's facilities. All laboratories, classrooms, and ~~other~~ physical facilities are those actually used by an institution in the instruction of its students and are properly labeled.
- | ~~43~~14. Standards of Satisfactory Academic Progress.
- | ~~44~~15. Grading scale (system).
- | ~~45~~16. Student services describing available services to students, such as academic advising, tutoring, career advising, placement assistance, and facilities, specifically regarding accessibility for disabled students.
- | ~~46~~17. Cancellation and refund policies and policies for refunds to Title IV programs.
- | ~~47~~18. Tuition breakdown, including registration fee, tuition, and any other fees charged for each program. Any other costs such as books, supplies, and any/all costs of equipment and materials required to complete the program must be listed. Tuition payment plans, financial aid information and policies are listed.
- | ~~48~~19. A clear statement that an institution does not guarantee employment.
- | ~~49~~20. Nondiscrimination statement.
- | ~~20~~21. Rules and regulations (may be included in a student handbook with proper references made in the catalog).
- | ~~21~~22. A policy and published criteria addressing advanced placement and credit for experiential learning (if the institution does not accept advanced placement and credit for experiential learning this fact must be stated).
- | ~~22~~23. Full and complete disclosure of any portion of a program that is delivered in a language other than English.
- | ~~23~~24. A policy for transfer of credit that requires consideration of credit or clock hours earned at another institution accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA). If the institution accepts credits earned at another institution that is not located in the United States or its territories the policy must include that the specific education is evaluated by an agency which attests to the qualitative and quantitative equivalency of the foreign education and the specific course or courses for which transfer credit is to be awarded. The institution must use the credential evaluation services of an agency that has published standards for membership, affiliations to international higher education associations, and are frequently linked to and used by federal agencies, state agencies, educational institutions and employers (e.g., NACES and AICE).

If a common catalog is used for more than one institution, the following also applies:

- | ~~24~~25. All institutions are of common ownership.
- | ~~25~~26. Any pictures of facilities are labeled to identify the institution.
- | ~~26~~27. Supervisory personnel from the corporate or highest administration level are identified.
- | ~~27~~28. Any information common to all institutions is clearly identified.
- | ~~28~~29. Full addresses are included and proper campus designation (main, non-main, separate classroom) is made.

APPENDIX D ENROLLMENT AGREEMENTS

The following items are to be incorporated into an institution's enrollment agreement:

1. Title of agreement and date printed.
2. Name, address, and telephone number of the institution.
3. Program title.
4. Method of delivery.
5. Number of weeks typically required for completion.
6. Total clock hours if the program is a clock-hour program or total credit hours (quarter or semester) if the program is approved as a credit hour program.
7. Credential (degree, diploma, certificate) awarded upon completion.
8. Program tuition including registration fee and any other fees charged and the tuition period for which the agreement covers.
9. Estimated costs of learning resources that are required and available for purchase through the institution and any/all other costs of on-site equipment and materials required to complete the program.
10. Program start date and anticipated end date.
11. Employment guarantee disclaimer.
12. Acknowledgement that a student has received and read the agreement.
13. Signatures of applicant, parent or guardian, as applicable, and school official, and date signed.
14. Signature of institution's administrator responsible for making admission determination (excludes admission representative) and date signed.

GLOSSARY

Applied General Education —~~Applied general education is defined as e~~Courses that involve the application of principles and concepts in communications, humanities and fine arts, mathematics, natural and physical sciences, social and behavioral sciences, and technology to the practical affairs of a specific occupation or occupational cluster. ~~Examples of courses that are not considered applied general education include: Study Skills, CPR/First Aid, Professionalism, Career Development and Master Student.~~ Applied general education courses enhance the ability of an individual to apply academic and occupational skills in the workplace. Only Associate of Occupational degrees may include applied general education courses.

Course – Specific ~~subject matter~~content comprising all or part of a program for which instruction is offered within a specified time period.