A WORD FROM THE EXECUTIVE DIRECTOR

It is impossible to believe that I am about to embark on my 12th anniversary with ABHES, and nearly 20 years in accreditation. ABHES’ development has been extraordinary as it continues to be a leader in health education. I am proud of the leadership shown by my colleagues from other national accrediting bodies, and our combined achievements during these years in other accreditation areas. The objective of training for careers has not only gained momentum, but also a great deal of respect. The changes from a focus on traditional, liberal arts to career training have brought attention to both national and specialized accreditation, the institutions, and the students served. This is especially true in health education as our population grows and needs diversify.

Having recently returned from the July Commission meeting, I can say that your commissioners and staff are truly a great group of professionals who are working diligently for your schools and, in turn, for your students. You can read more about our newest commissioners on page 11 and, I am pleased to report that the ABHES staff remains stable and vibrant.

This past year has also brought great loss both personally and to accreditation. Dr. Stephen Parker, my mentor and good friend, passed away in March following a brave battle with cancer. As former Executive Director of the Accrediting Council for Independent Colleges and Schools (ACICS), where I began my professional career, Steve taught me what is important about running an accrediting agency, and, perhaps more important, what is not. I hope and trust what I learned from Steve I will carry with me throughout my career in accreditation. He most certainly knew the secret to success. Steve is sorely missed, yet his achievements remain with us.

We also lost Dr. Anna Randall, former Chair of the ABHES Commission and long-time commissioner. Anna was a dedicated advocate to ensuring ABHES remained a focal point in allied health accreditation and worked tirelessly on its behalf. Yet clearly most important to Anna, was her family and her joy with each new grandchild. You can read more about Anna, or “Dr. Anna” as she was called by many, through the words of another former commissioner, Andrew Longoria, on page 8.

This world of accreditation is a funny place. It is small and unique, yet reaches globally. In my opinion, the best thing about this little world is the people. Steve Parker once told me over dinner in Washington, DC, “I don’t have many friends in this town, but unlike most people, I can go to almost any city in the country and pick up the phone and know at least one person to invite for a drink, and they might even pay! Now how many people can say that?”

On that note, let’s keep in mind what is important as we work together through yet another challenging and productive new school year. Enjoy this issue of the Advantage!

Carol A. Moneymaker, Executive Director
MESSAGE FROM THE CHAIR

While I must admit my background is in business education, what has been thrust upon me in recent years has been both exciting and challenging. No sooner was I asked by Carol Moneymaker, whom I have known for many years, to consider serving on the ABHES Commission as a public member, did my professional life change dramatically. Our institution began expanding into new allied health disciplines that are gaining such momentum, far exceeding any business-oriented professions traditional to my institution. Having now undergone and achieved programmatic accreditation, moving me from a public to school commissioner due to one of those successes being ABHES accreditation, my recent role as ABHES Chair has certainly been fortuitous.

As Chair of ABHES, and as an accredited member, I see clearly our opportunity to move to the forefront of forging dramatic and necessary differences in healthcare. Quality education remains the key component to addressing the need for well-prepared and educated health care workers, and ABHES has quickly and effectively met those challenges while continuing to move forward. ABHES’ most recent meeting in July not only brought new faces to the Commission, but also an added diligence toward working to ensure ABHES’ voice relative to allied health education is heard. Focal to our objectives in coming years is enabling ABHES to do all that is necessary to ensure equal access of our graduates to the jobs for which they train.

I want to thank all of my fellow commissioners and the staff for their commitment and dedication to ABHES’ mission. It is a pleasure to work with professionals who are so devoted to their professions and this organization.

As an accredited institution or program, you have an extraordinary Commission and staff to assist you as we all learn and grow in this ever-changing environment of health care needs. As a constituent, whether an accreditor, state regulatory agency, credentialing body, or member of the public somehow involved with ABHES, know that this is an agency that will cooperate, coordinate effort, and share information for one purpose - the benefit of health care education to the success of the student. None of us is ageless and the reality is that our own future caregivers will be a product of our work today.

Serving on the ABHES Commission has proven quite a transition for me, yet it has given me a deeper appreciation of the health care industry and the different needs and focus of accreditation in these disciplines. I look forward to serving as your Chair into the New Year and continuing on the ABHES Commission beyond then. I hope to see you at our annual conference in January!

Thank you,
Guy Euliano

ABHES Conference on Allied Health Education – Join Us!

ABHES is pleased to announce that its 4th Conference on Allied Health Education is being held Thursday-Friday, January 25-26, 2007, in the always delightful San Diego, California. ABHES’ annual membership meeting will follow workshops on Thursday after which an informative pre-conference Program Information Exchange involving credentialing agencies from a variety of disciplines takes place. The conference will begin with an opening reception on Thursday with a record number of exhibitors expected to be on hand.

You will not want to miss the educational breakout sessions on Friday, designed to focus on those areas most critical to the allied health education community. Topics include teaching methodology, student success, strategies for business and service excellence, externship procurement and enhancement, and health education perspectives from both legal authorities and state association representatives. A number of awards will be presented including to those institutions and programs holding accreditation by ABHES for 25 years or more, and to Dr. Harry Myers, former and long-time ABHES commissioner and Chair, who will receive the Outstanding Service Award.

Ms. Jody Urquhart, whose company I Do Inspire, has been motivating audiences since 1998, will serve as the keynote speaker. I Do Inspire is dedicated to helping health care professionals soar above the madness. Dr. Jack Yena will serve as luncheon speaker with his thoughts on “creating a recipe for success” at your institution. Both Ms. Urquhart and Dr. Yena are sure to bring a great deal of insight and tools for enrichment to the conference attendees. A wine and cheese reception will be the final trimming for the conference.

The conference will be held at the historic US Grant Hotel, which is part of the luxury collection of the Starwood Hotel Group. The hotel is located just two miles from the San Diego International Airport and within walking distance of the Gaslamp Quarter, Horton Plaza Entertainment and Shopping Complex.

You may access additional information about the conference, including the Conference Registration Form by logging onto the ABHES website at www.abhes.org. Register now to receive the lowest rate!
Distance education has become part of mainstream higher education. The emergence and expansion of for-profit distance education providers has increased competition, forcing institutions of higher education to respond to emerging market demands. With advances in educational technology and delivery systems, opportunities exist for institutions with innovative approaches to reach a large population of adult learners who may otherwise not have access to learn new skills or upgrade existing ones. However, offering online courses brings inherent challenges and responsibilities. Institutions must be prepared to commit the necessary resources to address the needs of students, faculty, course content, and instructional delivery in order to cultivate a learning environment that is conducive to student success.

More schools are offering online courses today than ever before, reaching students across the globe. Nearly two thirds of schools offering undergraduate and graduate on campus courses are also offering courses online. This blending of online and face-to-face instruction is emerging as more institutions embrace technology to enhance both teaching and learning while striving to meet their institutional goals. There is a strong upward trend toward considering online education as part of a school’s long-term strategy, particularly among Associates degree institutions. The growth rate of online programs is already exceeding the overall growth rate in the higher education student body according to the Sloan Foundation’s most recent annual report on the state of online education in U.S. Higher Education.

Keiser College began its “eCampus” in 1999. Our first pioneer class of six students learned with us how to effectively manage the online process through our “ECollege” platform. This platform provides the structure of a classroom in a virtual environment. The college carefully maintained all of its standards in the online classroom though certain modifications were developed. For example, Keiser College has a strict attendance policy for its on campus students. The online campus modified the policy to require certain protocols for the students that required specific time and interaction involvement by the student which is monitored by the platform. Today Keiser College’s online program consists of over 2500 full time students.

Successful online institutions understand the unique challenges facing the virtual learning environment. For example, both students and faculty require a sense of community due to the asynchronous nature of computer-mediated instruction. It is vital to establish collaboration and visualization tools that support the gathering, processing, and dissemination of information between and among students and faculty.

At Keiser College, the “eCampus” developed faculty requirements to ensure intense interactivity between the students and faculty members. The careful monitoring of this critical faculty engagement with the student requires significant management systems by the Deans and Associate Deans. They constantly enter the virtual classroom to ensure that the faculty is responsive, are providing collaborative learning exercises, and are promoting dialog among the classmates. This interactivity among classmates through chat-rooms, threaded discussions, and class assignments offer the student comparable and, in some cases, superior learning opportunities then in the brick and mortar classrooms. In most cases, students find the personal attention of the well run virtual classroom comparable or superior to the traditional lecture based classroom experience.

Most would agree that it takes more discipline for students to succeed in online programs. Therefore, there must be student support systems, library support, administrative systems and faculty support through online resources. Student services play an integral role in the development and enhancement of the students’ online experience by providing opportunities for career development, networking, and socialization.

Faculty training and mentoring programs are essential to ensure academic integrity. As in brick-and-mortar schools, caring and well-trained faculty are the backbone of student success. As more institutions increase the size of their online student population, it is vital that faculty and staff remain responsive to student needs or they will face the consequences of high attrition.

We will see higher levels of student engagement and a shift from an instructor focus to a student focus as education moves toward customization through technological advances according to the Western Cooperative for Educational Telecommunications. Issues of best practices, accountability, evaluation, and assessment will become even higher priorities for online institutions.

**College Students Exhibit More Responsible Behavior**

College students continue drinking in large numbers despite campaigns and warnings; however, there seems to be a shift toward more responsible behavior a study reveals by the National Social Norms Resource Center out of Northern Illinois University in Dekalb, Illinois. Nearly 75% of a sample of more than 28,000 students throughout the country report that they protect themselves by using designated drivers, setting spending limits at bars, counting drinks, going out in groups, and relying on friends to warn someone when they’ve had enough.

(Chase Squires, “Students drink, but more safely.” Times Union, Albany, NY, July 30, 2006.)
The predictions made by the National League of Nursing (NLN) in 2003 were, unfortunately, correct. The data in the newly released Nurse Educators 2006: A Report of the Faculty Census Survey of RN and Graduate Programs indicate that the problem of nurse faculty vacancies in the United States is continuing to grow. The current 5.6 percent vacancy rate in associate degree programs represents an increase of 10 percent since 2002. The 7.9 percent vacancy rate in baccalaureate and higher degree programs represents an increase of 32 percent!

It is apparent from the data that these trends will continue. Almost two thirds of all full-time nurse faculty members in 2006 were 45 to 60 years old and likely to retire in the next five to 15 years. You will be interested to know that salaries increased modestly from 2002, with baccalaureate and higher degree programs reporting higher median salaries regardless of rank as compared to associate degree and diploma programs across all regions of the United States.

Along with an enormous amount of valuable data, this publication offers a cogent discussion of current trends and recommendations for individual educators, schools of nursing, and government entities. To access this publication, visit www.nln.org/research/reports/nurseeducators/index.htm.
As previously posted at www.abhes.org, at its July 2006 meeting, the Commission considered the following policy matters, with all decisions effective immediately. It is important to note that the changes to accreditation standards are less stringent than that previously required.

1. Incarcerated students added to unavailable for placement section

Students who are incarcerated are now permitted to be counted as unavailable for placement in an institution’s reporting of placement rates. The addition of this category ensures that this number does not negatively impact the overall placement rate.

2. Claiming students who are self employed

Students who are self employed are required to sign an attestation indicating self employment in the field of study or a related field and are no longer required to provide additional information on their employment.

3. Requirement for Statement of General Health Eliminated

The following language is eliminated from the Accreditation Manual, Chapter IV, Section F, Subsection 3 – Admissions:

   c. A signed statement of general health (by students enrolled in allied health programs.)

The Commission determined that the language above does little to ensure students admitted are advised of issues that may affect their success and employability in their chosen field of study. Instead, institutions should focus on their own internal policies for compliance with the Accreditation Manual, Chapter IV, Section F, Subsection 6 – Disclosure, which states:

The institution discloses, prior to enrollment, any material circumstance that may adversely impact a student’s ability to benefit from the educational program (e.g., credentialing prerequisites, criminal record, identified disability).

4. New Fee Schedule

A new ABHES fee schedule, which includes modest increases in some areas, is contained in the Accreditation Manual, Appendix J. This, and final accreditation actions taken by the Commission in July, are posted at www.abhes.org.
DANB Publishes State Career Ladder Templates for Dental Assistants

Dental assistants tell the Dental Assisting National Board, Inc. (DANB) that they are more likely to make a long-term commitment to the profession if they have opportunities for career growth. They believe that they should be able to perform more complex duties as they gain experience, education, and credentials. However, the tasks that dental assistants are allowed to perform currently vary widely from state to state, a situation that creates professional obstacles. A dental assistant who performs a specific function in one state, often after successfully completing a number of education and/or training requirements, may be forbidden to perform the identical in another state.

To help assistants and others understand the rules and regulations in each state, DANB has published its 2006 State Career Ladder Templates for Dental Assistants, a reader-friendly guide to dental assisting requirements for each of the 50 states and the District of Columbia. This new volume is intended to guide reader to a clearer understanding of how each state defines the job titles and the legal practice of dental assistants and (in some states) orthodontic and oral and maxillofacial surgery assistants.

DANB’s Career Ladder project is part of a larger initiative to support the development of a national career ladder model for dental assistants, based on one set of core tasks, levels, and requirements. Understanding that state practice act provisions are the purview of each state, if dental assistants who are qualified to perform certain duties in one state are recognized as competent in other states, recruitment, employment, and job satisfaction of qualified assistants will improve. This will also allow dentists to focus on dentistry while assistants perform delegated duties, thus increasing access to care.

To obtain an order form for DANB’s 2006 State Career Ladder Templates for Dental Assistants, visit www.danb.org or call 1-800-FOR-DANB. The Core Competency Study’s results appear in the Position Paper of the ADAA/DANB Alliance: Addressing a Uniform National Model for the Dental Assisting Profession. Visit www.danb.org to download an order form ($15 for the entire paper) or an Executive Summary (no charge).

AAMA Announces New and Consistent Eligibility Categories

The Certifying Board of the American Association of Medical Assistants (AAMA) has simplified the eligibility categories for the AAMA CMA (Certified Medical Assistant) Certification Examination, so that there is no longer a separate category for ABHES candidates. These categories are as follows:

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

a. Graduating students must have completed their formal training by January 31 for the January exam, June 30 for the June exam, and October 31 for the October exam, including an externship, in a medical assisting program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or by the Accrediting Bureau of Health Education Schools (ABHES).

b. Recent graduates must take the exam within 12 months of graduation to qualify for the discounted fee.

Required documentation: a. Graduating students must furnish their transcript-to-date bearing the institution’s seal or registrar’s signature.

b. Recent graduates must furnish their official transcript and verification of their graduation date.

Category 2: Nonrecent graduate of a CAAHEP or ABHES accredited medical assisting program. Candidates must verify graduation from a medical assisting program accredited by CAAHEP or ABHES.

Required documentation: Candidates must furnish their official transcript and verification of their graduation date.

For a complete AAMA CMA Certification Examination Application, visit the AAMA website at www.aama-ntl.org.

Celebrate Medical Assistants Recognition Week!

Show your students how special they are by celebrating Medical Assistants Recognition Week October 16-20, 2006. They’ve chosen a career that matters, let them know they matter to you!

Visit the AAMA website at www.aama-ntl.org for more information about the week and to obtain celebratory items, such as the MARWeek packet that includes a poster and an order form for MARWeek products. Many educators purchase buttons and other specialty products to give as gifts or award as prizes to students. Start your goodie basket and watch your students beam with professional pride!

AMT’s Certification Continuation Program (CCP) Goes Into Effect

AMT’s Certification Continuation Program (CCP) formally went into effect on January 1, 2006. This program requires AMT members to document activities supporting continuation of AMT certification every three years. The CCP program is intended to promote, encourage, and reward practitioners who demonstrate continued efforts to carry the competencies needed at initial certification throughout their careers.

This program will apply to newly certified members and reinstated members of AMT. Members certified prior to January 1, 2006, are not required to participate; however, AMT still strongly advocates continuing education and all members should keep current with the trends in their field. Any new member certified on or after January 1, 2006, will be required to attest to continuous employment, obtaining continuing education every three years, or comply with other means of meeting the CCP criteria. For more information, visit AMT’s Web site at www.amt1.com.
AMT's 68th Educational Program and National Meeting

The American Medical Technologists (AMT) hosted its Educational Program and National Meeting on June 26 - July 1, 2006, at the Silver Legacy Resort Casino in Reno, Nevada. This venue offered AMT members and non-members alike the opportunity to network, meet continuing education requirements, and learn state-of-the-art techniques and industry issues. Highlights of the Annual Meeting included:

• Jerry and Nancy Jaax, whose work with the Reston Ebola outbreak was detailed in the best seller The Hot Zone and inspired the film Outbreak, spoke to emerging disease issues and response strategies.
• Dr. James Maas, author of Power Sleep and frequently on national television programs, gave an engaging talk on ‘Everything You Need to Know about Sleep, but are Too Tired to Ask’.
• Recognition of the recipients of AMT awards and honors, including the induction of a new member into the prestigious Order of the Golden Microscope, which honors contributions in the field of medical technology, and conferring the Medallion of Merit, which recognizes contributions in the field of medical assisting.

AMT’s 69th Educational Program and National Meeting will be held in Orlando, Florida, on July 9-14, 2007.

Christopher Damon, JD, Re-elected to NOCA Board of Directors

Chris Damon, AMT Executive Director, was re-elected to the National Organization for Competency Assurance (NOCA) Board of Directors for an additional three-year term. As a member of the NOCA Board, Mr. Damon will help drive the mission to promote excellence in competency assessment for practitioners in all occupations and professions.

LCC-ST Announces Name Change

The Liaison Council on Certification for the Surgical Technologist (LCC-ST) announced in June that it has changed its name. Now the National Board for Surgical Technology and Surgical Assisting (NBSTSA), the new name, in part, acknowledges the credentialing of both surgical assistants as well as surgical technologists.

Would You Like to Serve as a Program Specialist for ABHES?

As ABHES continues to grow in numbers of institutions it accredits, so does the diversity of the programs its institutions offer. To ensure a continued pool of qualified and trained evaluators, ABHES is currently seeking individuals to represent the Commission on site visit evaluations in a number of allied health fields, including medical assisting, nursing, surgical technology, pharmacy technology, dental assisting, sonography, massage therapy, radiography, veterinary assisting, and medical laboratory technology.

ABHES is specifically in need of increasing its pool of evaluators who work as practitioners, as medical assistants, medical laboratory technologists, or surgical technologists — those fields ABHES accredits programmatically. Institutions can assist ABHES in securing such practitioners through their advisory committees, externship affiliations, and through graduate placement contacts. It is important to note that as a programmatic accreditor, it is required by the U.S. Department of Education as part of ABHES’ continued recognition that a practitioner and an educator in the field being evaluated be included on each programmatic site visit.

Minimal qualifications to serve as program specialists are as follows:

(a) at least two years of related experience,
(b) appropriate educational background,
(c) credentialing in the field, as required for employment,
(d) evidence of teaching or development of curriculum or service as a practitioner, and
(e) evidence of currency in the field through active participation in the profession.

Minimal training requirements for new evaluators are as follows:

1. Attendance at an Evaluator Training Workshop or review of the Evaluator Training Workshop Manual in concert with the complete workshop now on DVD and video. Individuals who do not attend the workshop and instead view the DVD or video presentation are further required to complete an Evaluator Assessment instrument to evaluate general comprehension of the workshop materials.

2. Participation in the Evaluator Mentorship Program. This program pairs new and seasoned evaluators, allowing for in-depth conversation, including time for questions and answers, both before and after the evaluation visit.

In all cases, new evaluators will have the ABHES staff at their sides during initial school visits, to answer questions and direct the evaluator as necessary. The team leader will also be a great source of information.

Note that an Evaluator Training Workshop is being held on January 25, 2007, at the US Grant Hotel in San Diego, California. The workshop precedes ABHES’ National Conference on Allied Health Education. Also, an evaluator training workshop specific to surgical technology program evaluators is being held on October 18, 2006, in La Jolla, California.

For more information on becoming an evaluator or to register for a training workshop visit www.abhes.org and link to the evaluator section (or to the conference section for the San Diego workshop) or contact Amy Rowe at arowe@abhes.org or by phone at 703.917.9503. Thank you for your support!
A Memorial to Dr. Anna Randall

Many years ago, my wife Yvonne and I attended a Medical Arts Laboratory seminar in Oklahoma City and listened to a very technical presentation by Dr. Anna Randall. As state president of the Oklahoma State Society of American Medical Technologists, I invited her to speak at our next meeting. And she became one of us!! A former medical technologist and now a clinical pathologist, she could present the most complex of topics and make it easy to learn, and exciting too. With incredible knowledge, with impish humor and a gifted ability to make you feel like she was talking directly to you personally, she made you understand and learn. She came across as your very own personal, loving and caring tutor. And we always wanted more……..

As a commissioner of the Accrediting Bureau of Health Education Schools, I recommended Anna as a new commissioner. She was voted in and later became chairperson. A scholar and walking encyclopedia on OSHA rules and regulations, she was the “go to” person by all member schools. As the owner, along with husband Dr. Harvey Randall, of a reference laboratory, she was also very knowledgeable on Medicare issues.

How well Yvonne and I remember the shopping trips, dinners, the down to earth side of Harvey and Anna, along with Dr. Harry Meyers and his wife, Darlene. Memorable times with ABHES……..

Anna made presentations on a variety of interesting topics at our April 2006 Oklahoma American Medical Technologists meeting and Yvonne and I walked her to the door on her way home. She was reported missing the next day (Sunday). After an extensive hunt, she was found not far from her beloved home at Lake Fort Gibson on Wednesday.

At her funeral, she was remembered as a tireless worker and volunteer. A complex person that expected perfection from all her medical technology students, she was also legendary in her role at the Muskogee community playhouse in “Steel Magnolias”. She was a person of extraordinary multiple talents including gardening, scuba diving (expert class), raising Great Danes, skiing, in-line roller skating, sailing, photography and probably multiple other things---truly an unforgettable person.

So, forevermore, as long as those she touched and taught and those of us she befriended, she will always be memorably remembered. Selfishly, Anna was ours…we are all better people because of her.

Andy Longoria, Retired Medical Laboratory Technologist

ABHES Announces Web-Based Annual Report

ABHES is excited to introduce its new web-based Accreditation Manager that, among other things, will provide the 2005-2006 ABHES Annual Report on line to its accredited institutions and programs. The Annual Report will be completed and submitted through a link on the ABHES website, www.abhes.org. Each institution should have received specific directions on accessing, completing, and submitting the Annual Report.

In addition to the new web-based format, there are other important updates of which all ABHES-accredited institutions and programs should be aware, including the following:

1. Amendment to the annual report verification process
Supporting documentation for reported outcomes rates is no longer required to be submitted with the annual report but, instead, a random selection of institutions and programs will be made and those chosen will be required to submit all pertinent documentation to support the retention, credentialing, and placement rates listed in the corresponding annual report.

Notification of selection for the annual report verification process will be forwarded to those selected to participate and they will be required to submit applicable supporting documentation to ABHES within 15 calendar days from the date of the notification letter. As always, institutions and programs undergoing on-site evaluations will be required to provide the annual report supporting documentation to the evaluation team for verification purposes. Therefore, it is necessary that all institutions and programs maintain complete back-up documentation to verify the retention, licensure, and placement statistics included in the annual report.

2. Programmatic Accreditation
Those offering these programs (MA, MLT, ST) that also hold institutional accreditation by ABHES need only complete the institutional annual report. The institutional annual report has been revised to include specific questions relative to surgical technology programs given recent amendments to ABHES’ standards and these questions must be completed by those institutions offering surgical technology programs.

Visit www.abhes.org to Access the Annual Report
Change: Fearful or Exciting -- Depends on your Perspective

Tami (Tamera) Rebensky, Clinical Coordinator

Change can be a fearful or exciting experience. How you handle change all depends on your perspective.

A few years ago, I found myself facing a major life change when the company I worked for closed leaving me without the job that I dearly loved. I found myself unemployed and 40 years old. I was a bit fearful at first, as anyone in this situation would be, but I quickly realized this was also an opportunity to do something new. I had long thought about going into the medical field after the death of my dad, because I remembered how helpless I had felt during his losing battle with cancer and I always wished I could have done more. Well, with that thought in mind, I decided to go back to school and enter into the medical field and truly help others.

After weighing the multitude of options there are in medical fields and with the help of the wonderful people at Career Central and Central Florida Institute in Palm Harbor, FL, I enrolled in the Medical Assistant (MA) program. The decision was easy because it was approximately eight-months long -- much shorter than most of the other traditional programs. The MA program also accomplished the same training as traditional schools, but with the added bonus of phlebotomy and basic x-ray classes which are not offered in most programs. I was also drawn to the MA program due to the required work hours. An MA usually works less than those long 12-hour shifts required in a hospital setting, so the 8 am to 5 pm schedule was well suited to a schedule that would allow me more family time on a daily basis. Finally, the best bonus was receiving the training that allowed me to obtain my Basic X-ray license which afforded me the opportunity to earn additional income. My choice to attend Central Florida Institute proved to be a successful stepping stone toward my new career.

Today, three years after completing my training, I am a clinical coordinator for one of the leaders in Occupational Health Care, Lakeside Occupational Medical Centers. We currently have seven clinics throughout Pinellas and Hillsborough Counties. I work in a sometimes fast-paced atmosphere where there is rarely a dull moment and everyday is a new learning experience. I really enjoy my job and I am proud to have been allowed the chance to work with the leaders in my field. Lastly, I am grateful to have the opportunity to express my thanks to Central Florida Institute, Lakeside Occupational Medical Centers, and Career Central. The supportive staff members of these companies have allowed me to make the best of something that seemed like a bad situation and turned it into a positive, life-altering experience.

Childhood Illnesses Take a Respite

In July, academy award winning actor Paul Newman visited the Saratoga Springs, NY, area known for its special ranch on Lake Luzerne that provides for children with life-threatening illnesses such as cancer, Spina Bifida and leukemia among others. Newman’s visit was spawned to raise a $15 million endowment for the Double H Ranch (of which Mr. Newman helped co-found thirteen years ago) which is located on the shore of Lake Vanare.

There are eight sessions of summer camp beginning in June devoted to such activities as arts and crafts, acting, adventure programs, camping, computers, dance, environmental education, film making, fishing, hiking, horseback riding, photography, and many others. The camp is co-ed and allows for up to 130 campers per session, ages 6 to 16.

There is no charge for the programs, so the monies raised will assist in helping those families who are unable to afford participating in various summer camps that particularly cater to their children’s special needs. The funds will enable children with any number of illnesses including serious blood disorders (hemophilia, sickle-cell anemia), HIV/AIDS, neuromuscular disorders, congenital heart disorders, and visual impairments an opportunity to escape their health concerns and play, swim, act, ride and otherwise just be a kid in the backdrop of the beautiful Adirondacks.

For those interested in learning more about the endowment, visit their website at www.doublehranch.org.


ASAHP Announced Allied Health Week

The week of November 5-11, 2006 has been designated by the Association of Schools of Allied Health Professions (ASAHP) to celebrate allied health. Typically, several events occur at their member institutions such as health fairs, special lectures, walkathons, and campus-wide health screening. As an ASAHP member, ABHES will provide the association with the kinds of activities its accredited institutions and programs plan to undertake. Information received by October 15, 2006, will be forwarded to ASAHP for publication in its newsletter, TRENDS. Thank you!
Vice President for Governmental Affairs Hired

The Council for Higher Education Accreditation (CHEA) appointed Jan Friis to the position of Vice President for Governmental Affairs, effective May 1, 2006. Mr. Friis oversees and manages federal and state policy issues related to accreditation and quality assurance and represents CHEA’s positions to Congress and the U.S. Department of Education, among other responsibilities.

With twenty years experience in government relations, Mr. Friis was previously Director, Congressional Relations and later Vice President for Final Analysis Communications Services, Inc. He has also held the post of Chief of Staff for U.S. Representative Jon Fox and has helped coordinate numerous Congressional campaigns for three Congressmen.

Mr. Friis received his B.A. Degree in 1979 from Brigham Young University and a J.D. degree from Widener University in 1985. He was admitted to the Pennsylvania Bar.

CHEA is the nation’s largest institutional higher education membership organization, with 3,000 colleges and universities. It is a private, nonprofit national organization that coordinates accreditation activity in the U.S. and has worked closely with ABHES over the years.

Introduction of Degree Mill Legislation

Jan Friis, Vice President for Governmental Affairs
Council for Higher Education Accreditation

On July 28, 2006, “The Diploma Integrity Protection Act of 2006”, H.R. 6008, was introduced by Congresswoman Betty McCollum (Minnesota) with Congressmen Bishop (New York) and Grijalva (Arizona) as original cosponsor, all of whom are members of the House subcommittee on Education and the Workforce. The bill addresses a number of difficult issues related to degree mills. This includes attention to the role of accreditation.

The major provisions of the legislation include:
1. Definitions of a Degree Granting Institution, Diploma Mill and Institution of Higher Education.
2. A Task Force to determine the characteristics of degree-granting institutions, the feasibility of defining a “fraudulent degree-granting institution”, laws and regulations that might be used to address “fraudulent degree-granting institutions” and other related subjects. The Task Force will:
   a. develop a plan to protect the federal government against the use of diploma mill credentials to gain federal employment.
   b. present legislation for Congress to consider.
3. A Sense of Congress inviting States to follow the federal lead in this area. A study to inform the Task Force in its work analyzing:
   a. numbers and types of degree-granting institutions that are not accredited that are legitimate verses fraudulent.
   b. why legitimate institutions do not obtain accreditation.
   c. steps that can be taken to repair vulnerabilities in the student loan program.

H.R. 6008 has been referred to the Committees on Education and the Workforce, Energy and Commerce, Government Reform, Judiciary and Rules.

Where Are They Now?

Art Ortiz, former ABHES Commissioner, has returned to the school business following a two-year sabbatical. He is currently employed at Keiser College in Ft. Lauderdale, Florida, as provost of Keiser’s Online Division. Keiser College is regionally accredited by the Southern Association of Colleges and Schools (SACS) and holds ABHES programmatic accreditation for both its medical assisting program (on line and on campus) and surgical technology program.

Art was very active with ABHES both on and off the Commission, serving as team leader for site visits, member on various committees, and as the Chair of the Standards Review Committee.

Art still resides in Parkland, Florida, and has spent the past two years traveling and enjoying time with his family.

IMPORTANT NEWS!!

ABHES is in the process of petitioning the U.S. Secretary of Education to formally expand its scope to include the accreditation of academic degrees (associate and bachelors) and distance education. The petitions for expanded scope are due in January for consideration in June 2007. For more information contact Carol Moneymaker, Executive Director, at cmoneymaker@abhes.org
ABHES FAMILY GROWS...AGAIN!

We are pleased to announce Tony Filipe, Director of Institutional Compliance for ABHES, married Cheryl Hayward (now Filipe) on January 28, 2006. The staff and Commission are extremely happy for both and we welcome Cheryl into our family. We wish the newlyweds much joy as they begin their lives together in their new home.

Christopher Eaton Appointed to NOCA Committee

Christopher Eaton, Associate Executive Director of ABHES, was appointed in March 2006 to the Seminar Development Committee of the National Organization for Competency Assurance (NOCA). Among the responsibilities of this committee are to annually plan and offer a series of audio seminars, review analysis of seminar evaluations, make recommendations for future seminars based on these data, and develop strategies to increase attendance at seminars.

NOCA sets standards for credentialing organizations, serving its membership as a clearinghouse for information on the latest trends and issues of concern to practitioners and organizations focused on certification, licensure, and human resource development. ABHES is a long-time member of NOCA and appreciates the opportunity to serve.

Meet ABHES’ New Commissioners

ABHES welcomes the following new commissioners who joined ABHES in recent months and attended their first Commission meeting in July 2006.

Michael Covone, M.Ed, RT(R), CT

Mr. Covone has served on the faculty at Pennsylvania College of Technology in Williamsport, Pennsylvania, since 1996, where he teaches undergraduate health science courses both in the traditional setting and by distance education. Mr. Covone’s professional background includes working as a Radiological Technologist from 1991-1997 at Allegheny Valley Hospital in Natrona Heights, Pennsylvania, and as the Associate Director at the Western Pennsylvania Home Health Network in Lower Burrell, Pennsylvania. His educational background includes a Master’s of Education in Instructional Systems from Pennsylvania State University; a Bachelor’s of Arts in Health Sciences from La Roche College; and a Certificate of Radiography from Allegheny Valley School of Radiography. Mr. Covone is currently pursuing a Doctorate of Education in Teacher Leadership at Walden University.

Terry Humphrey, C.S.T.

A practicing surgical technologist since 1986, Ms. Humphrey is employed by Baptist Medical Center South, Jacksonville, Florida, and is responsible for the coordination of equipment, scheduling, and overseeing staff for surgical services sterile processing area. Ms. Humphrey previously held the position of Supervisor of the Sterile Processing Department for the same hospital and has also served for three years as a program director for the surgical technology program at Sanford Brown Institute. She holds a Certificate of Applied Science from Florida Community College at Jacksonville and is a Certified Surgical Technologist through the Liaison Council for the Credentialing of the Surgical Technologist (LCC-ST). Ms. Humphrey has been active serving ABHES in the past, both as an evaluator and committee member.

Sandra Yelverton, Ed.D., Ed.S.

Retired from the Alabama Department of Education, Dr. Yelverton served most recently as Education Administrator for statewide compliance with career technical education, state and federal regulations. Prior to this position, Dr. Yelverton served the Department as Education Specialist and Administrator responsible for implementing business education programs state wide. Dr. Yelverton holds both Ed.D. and Ed.S. degrees from Auburn University, Auburn, Alabama, in Administration and Supervision. She has served as a department chair and faculty member in business education over the years. Dr. Yelverton has served on the Accrediting Council for Independent Colleges and Schools (ACICS), in addition to working with ABHES since 2002 in a variety of roles, including site visitor, committee member, and workshop presenter.
Mandl Offers Degree Program

Mandl, The College of Allied Health, New York, NY (formerly the Mandl School), is proud to announce the debut of their Associate in Occupational Studies (AOS) degree in Medical Assisting.

The college is approved by the Board of Regents of New York to offer the AOS degree in Medical Assisting and recently admitted over 200 students in what is the college’s first degree program. The AOS in Medical Assisting may be completed within sixteen months of study and emphasizes clinical practice to prepare graduates to enter the allied health field as clinical assistants in a variety of health care settings.

The college’s AOS degree program was developed from its highly successful post-secondary medical assisting program that has effectively been offered for more than eighty years since the college’s founding in 1924. “The action by the Board of Regents’ to grant this degree now permits us to better serve our students and allied health communities,” says Melvyn Weiner, President. “The addition of college-level programs enhances our ability to educate academically and clinically competent medical assistants. It also provides us with an opportunity to elevate and extend our offerings in other allied health disciplines.”

Sanford-Brown Institute, New York, NY, Honored

Sanford-Brown Institute, New York, NY, received the 2006 Career College Association (CCA) Community Service Award at the CCA convention in June.

Ms. Ivette Rivera, a faculty member at the institution, received the Distinguished Achievement Award from the American Medical Technologists (AMT).

Dr. Joseph Balatbat, Vice President of Academic Affairs at Sanford-Brown Institute, was recognized with one of AMT’s technical writing awards for the fifth year in a row.

Congratulations to all!

Ameritech Surgical Technology Student Awarded Scholarship

Thomson-Delmar Publishing has awarded its 2006 Surgical Technology Student Scholarship to Larella Steinfeld, a student at Ameritech (formerly American Institute of Medical and Dental Technology) in Provo, Utah. Ms. Steinfeld began her training at Ameritech in June 2005, graduated one year later and is currently employed in the field at Utah Valley Regional Medical Center.

The purpose of the scholarship is to reward an individual who is striving to further their personal and educational goals by completing a surgical technology program. The criteria for selection are based upon academic achievement and progress and a student’s ability to clearly and effectively communicate through writing skills.

Ameritech has offered its surgical technology program since 2001 and has been accredited by ABHES since 1984. Connie Garland, administrator of the institution, served on the ABHES Commission for several years, most recently as Chair in 2003.

Congratulations Larella!
Pan Fuchs, Corinthian Colleges, Inc.

If you are currently employed by a career college, you likely have a mission similar to the following embraced by Corinthian Colleges:

To provide quality programs that are sound in concept, implemented by a competent and dedicated faculty and geared to serve those seeking a solid foundation in knowledge and skills required to obtain employment in their chosen fields.

Corinthian’s schools emphasize hands-on training, relevant to employers’ needs, with a focus on areas that offer strong, long-term employment opportunities. In short, our mission is to change lives.

Look around your own school. How many students are there and why have they chosen your school? When students are asked this question, specifically in allied health education, the predominant answer is, “I have always wanted to work with people and help people….I have always wanted to give back.” (Goddest Johnson, medical assisting student, National School of Technology, Fort Lauderdale, Florida).

Do you have any instructors who were trained in a similar school, went on to practice in their profession, and who have now come back to teach? When asked why they come back, they will probably say, “Where else can I feel like I’m able to encourage others in a field that I am so passionate about?” (Mary Miller, medical administrative assistant instructor, Olympia Career Training Institute, Grand Rapids, Michigan)

And what you have found is that the school and the students are there for the same purpose: to share, to learn, and to help people - which changes lives.

When you listen to the stories, you hear many variations on Goddest Johnson’s comments.

India Hammond, a medical assisting graduate from Olympia College in Merrillville, Indiana, tells her story this way:

Olympia College gave me a second chance. I thought I would spend the rest of my life working security, fast-food jobs, etc., but Olympia helped change everything. Before I came to Olympia, I was scared of the “getting started” phase. I didn’t have enough faith in myself to believe I could do it. I met with an admissions representative and told her my insecurities. Not

only did she convince me that I could do it, she also helped me with everything I needed to start. Once in school, my teacher took time out to help me. She became the reason I came every day.

Before I knew it, I was graduating with friends that I grew to love and respect. Olympia assisted me in finding a job. Not only am I still there, but I love my job. Six months after beginning my job, I moved into my own apartment, and I’m doing great!

Or, you may hear a teacher’s story, such as Steven Smith’s (CMA, medical assisting instructor, Olympia Career Training Institute, Grand Rapids, Michigan):

Prior to becoming a student at Olympia, I spent many years working at different factories throughout southwest Michigan. In 1998, I was looking for a part-time job and found one in an assisted living facility. This was my introduction to the medical field.

I loved my new job, quit my construction job, and worked full-time in the assisted living facility. One night my boss suggested that a medical assisting program would be right for me. I enrolled in a medical assisting program at Olympia and knew that I had made the right decision.

After I had worked in the field for several years and became certified, I applied for a lab assistant position at the school. Subsequently, I became an instructor. If asked why being an instructor is so satisfying, I would say that working in a doctor’s office, I could help 100 people. But, as an instructor I could help train 100 people to help people and they in turn could each help 100 people, which means indirectly I would have helped 10,000 people. That is why there is no greater and rewarding job than being an instructor.

What starts as a mission becomes reality. Think about a recent school graduation and the feeling of accomplishment and pride radiating from the graduates as they accept their diplomas, many having already begun their new careers. As you look across the audience, you remember the graduates’ struggles and their lack of confidence, but also their perseverance, and their excitement at doing well on a test. You recall that change in attitude and their willingness to help their fellow students. And you know that your mission is a living one and that you have changed lives. What more is there?

Students and Teachers Complete the Circle

A special thanks to Dr. Evelyn Elliott Presley, Vice President of Central Florida Institute, for her assistance in editing this issue of the Advantage!
Pima Medical Institute “Casualties” Play Role in Training

Pima Medical Institute students from Colorado Springs, Colorado, recently participated in a two-week long disaster response exercise conducted by the city’s fire department and other local agencies. The campus’ proximity to the fire department’s main training area and the large pool of available “disaster victims” played nicely into the department’s plans. Students jumped at the chance to participate and became casualties in a variety of disaster scenarios ranging from bus accidents and structure fires to hazardous material spills. Volunteers were made up to look like real disaster victims with a process called Moulage, which uses various materials such as plastics, putties, charcoal and dyes to produce realistic injuries. They were also coached on how to act out their roles depending on the type and severity of their injuries.

According to Fire Chief Smith, “Realism in disaster scenarios such as these is crucial in the training of our first responders and other emergency personnel. Other than actual emergencies, this is the best method of training and evaluating our personnel.” Students from all three sessions, as well as some staff members, participated and were able to gain a new perspective and appreciation for those who put their lives on the line for us every day.

A plaque of appreciation was presented to Pima by Chief Smith and accepted by Shirley Jelmo who coordinated the participation. “This was a great opportunity for our students to see how emergency services work and the difficulties encountered by rescue and medical personnel in emergency situations and a great way to give back to our community”, said Ms. Jelmo. “We’re already looking forward to helping out with the next training session.”

Pima Medical Institute is an allied health education college accredited by ABHES and located in six states with campuses in Albuquerque, NM; Chula Vista, CA; Colorado Springs and Denver, CO; Las Vegas, NV; Mesa and Tucson, AZ; and Renton and Seattle, WA.

And, Where is My Externship?

Barb Jones
Career Development Coordinator
Arizona College of Allied Health

One of the areas in allied health colleges that seem difficult to manage is the prompt and timely assignment of externships. In part, ABHES requires: “Externships are available for all enrolled students as they are ready for the experience. Students should not wait for externships and back-up sites should be available to ensure that there is no significant break in the educational process.”

We have found the following to be very helpful in complying with this portion of ABHES’ requirements governing externship assignment:

- Avoid procrastination. Start arranging externship assignments mid-way through the program.
- Recognize the importance of externship agreements. Externship agreements (contracts) enable a stable and reoccurring pool of quality externship assignments. Maintenance of these agreements assures continued contact with the site for updating of personnel and assures that the agreements do not expire.
- Ensure personal visits to sites, which is of paramount importance, and develop an Externship Visitation Report. This report evaluates the extern, updates contact information, and indicates the number of students at the site. This report will assist you in determining future employment possibilities at this particular site. Visit as many sites as you can throughout the year to establish rapport.
- Develop a pleasing and informative externship packet that reflects the course work of your students, externship guidelines, and job placement satisfaction (letters of reference).
- Ensure your database contains a minimum of 2-3 sites per externship class for each student in the class.
- Stress the no compensation component of the externship program. When a facility calls regarding permanent job placement, introduce permanent job inquiries to the externship program to evidence qualified and competent employees. Additionally, the possibility of reviewing potential employees’ performance and work habits for a four (4)- to five (5)-week period without the obligation of hiring is important.
- Call new facilities and introduce yourself and the college. Develop a script for this contact and provide information to the site, including an Externship Contact Form, and record all pertinent follow-up information.

Our college has found that the ideas noted above will assist in the timely assignments of externships. Implementation of a consistent program has resulted in a 40-50 percent placement of students upon completion of their externship. We hope these suggestions will enhance your externship program both quantitatively and qualitatively for future graduates and lay the groundwork for a productive placement program as well.

Good luck with this most important part of your students’ experience!
In nearly all allied health fields in most states, existing laws allow graduates from ABHES accredited institutions and programs to work. This situation is under threat across the country. In the worst case scenario, allied health schools may in the near future be required to maintain separate, programmatic accreditations from different organizations for every program offered, as well as additional institutional accreditation. For many private schools, the specter of multiple programmatic accreditations on top of the institutional accreditation needed to access federal aid programs represents an overwhelming and unnecessary drain on human and financial resources that threatens their viability.

Tennessee offers an example of just what can happen. As a result of a new law, surgical technologists in Tennessee must now graduate from a program approved by the Accreditation Review Committee on education in Surgical Technology, a CAAHEP subcommittee. The law completely ignores ABHES, notwithstanding that ABHES is the only accrediting body specifically recognized by the U.S. Department of Education to accredit allied health education, including programmatic accreditation of surgical technology. The Tennessee monopoly on educational approval by ARC-ST was the result of intense lobbying by the Association of Surgical Technologists with the support of the state’s public vocational colleges, which recognized that requiring private schools to seek ARC-ST approval was an extra barrier to their ability to compete.

Surgical technology is only one field where this can happen. As more and more allied health occupations are subject to state regulation, virtually every program offered by ABHES accredited schools is a potential target for laws that will limit who can work. It is critical that ABHES and its member schools participate in the legislative process to assure that as laws are passed ABHES accreditation is recognized as sufficient to meet education requirements for employment. Only the active efforts of ABHES schools in every state can assure that schools do not become hostage to multiple, expensive, time consuming and sometime hostile programmatic review committees that all too often have little or no familiarity with private education.

Every ABHES accredited school has a stake in this matter. Please contact Michael White, Regulatory Affairs Adviser, at mwhite@abhes.org, for more information and particularly to let ABHES know about legislative activity in your state that may impact your school and your graduates.

We welcome Michael to his new role with ABHES!
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, Oct. 6, 2006</td>
<td>Accreditation Workshop (9 am to 5 pm) – Alexandria, VA</td>
</tr>
<tr>
<td>Monday, Oct. 9, 2006</td>
<td>Observance of Columbus Day (Office Closed)</td>
</tr>
<tr>
<td>Friday, Oct. 13, 2006</td>
<td>Second Travel Cycle Ends</td>
</tr>
<tr>
<td>Wednesday, Oct. 18, 2006</td>
<td>Surgical Technology Evaluator Training (8 am – 12 pm) Distance Education Workshop (1 pm – 5 pm) La Jolla, CA (prior to CAPPS Convention)</td>
</tr>
<tr>
<td>Wed.-Fri., Oct. 18-20, 2006</td>
<td>California Association of Private Postsecondary Schools (CAPPS) Convention – La Jolla, CA</td>
</tr>
<tr>
<td>Mon-Tues, Nov. 13-14, 2006</td>
<td>Preliminary Review Committee Meeting (Falls Church, VA)</td>
</tr>
<tr>
<td>Friday, Nov. 17, 2006</td>
<td>Application for Accreditation Deadline (Initial Applicants)</td>
</tr>
<tr>
<td>Thurs.-Fri., Nov. 23-24, 2006</td>
<td>Thanksgiving Holiday (Office Closed)</td>
</tr>
<tr>
<td>Sun.-Tues., Dec. 10-12, 2006</td>
<td>Commission Meeting (McLean, VA)</td>
</tr>
<tr>
<td>Friday, Dec. 15, 2006</td>
<td>Self Evaluation Report (SER) Deadline (Recycle Applicants) (Schools being visited 1st Travel Cycle 2007)</td>
</tr>
<tr>
<td>Mon.-Fri., Dec. 25-29</td>
<td>Holiday Break (Office Closed)</td>
</tr>
<tr>
<td>Mon., Jan. 1, 2007</td>
<td>New Year’s Day (Office Closed)</td>
</tr>
<tr>
<td>Monday, Jan. 15, 2007</td>
<td>Observance of Martin Luther King, Jr. Day (Office Closed)</td>
</tr>
<tr>
<td>Wednesday, Jan. 17, 2007</td>
<td>First Travel Cycle 2007 Begins</td>
</tr>
<tr>
<td>Wednesday, Jan. 24, 2007</td>
<td>Accreditation Workshop, San Diego, CA (Preceding the National Conference on Allied Health Education)</td>
</tr>
<tr>
<td>Thursday, Jan. 25, 2007</td>
<td>Evaluator Training Workshop, San Diego, CA (8 am to 12 pm – Tentative)</td>
</tr>
<tr>
<td>Thursday, Jan. 25, 2007</td>
<td>Institutional Effectiveness Workshop, San Diego, CA (8 am to 12 pm – Tentative)</td>
</tr>
<tr>
<td>Thursday, Jan. 25, 2007</td>
<td>Membership Business Meeting &amp; Pre-Conference Special Presentations (1 pm – 4 pm)</td>
</tr>
<tr>
<td>Thursday, Jan. 25, 2007</td>
<td>Opening Reception for the National Conference on Allied Health Education (5 pm to 7 pm)</td>
</tr>
<tr>
<td>Friday, Jan. 26, 2007</td>
<td>Conference on Allied Health Education (8 am to 6 pm)</td>
</tr>
<tr>
<td>Monday, Feb. 19, 2007</td>
<td>Observance of President’s Day (Office Closed)</td>
</tr>
<tr>
<td>Monday, May 28, 2007</td>
<td>Observance of Memorial Day (Office Closed)</td>
</tr>
<tr>
<td>Mon.-Tues., June 4-5, 2007</td>
<td>Preliminary Review Committee Meeting (Falls Church, VA)</td>
</tr>
<tr>
<td>Monday, June 11, 2007</td>
<td>Accreditation Workshop, New Orleans, LA (9 am – 5 pm) (Held prior to CCA Convention) (tentative)</td>
</tr>
<tr>
<td>Monday, June 11, 2007</td>
<td>Joint Accrediting Reception (ABHES, ACCSCT, ACICS) (5:30 pm – 7:00 pm) (tentative)</td>
</tr>
<tr>
<td>Tuesday, June 12, 2007</td>
<td>Evaluator Training Workshop, New Orleans, LA (8 am – 12 pm) (Held prior to CCA Convention) (tentative)</td>
</tr>
<tr>
<td>Wednesday, July 4, 2007</td>
<td>Observance of Independence Day (Office Closed)</td>
</tr>
<tr>
<td>Sun.-Tues., July 8-10, 2007</td>
<td>Commission Meeting. (Location TBA)</td>
</tr>
<tr>
<td>Friday, August 17, 2007</td>
<td>Self-Evaluation Report Deadline (Initial Applicants Only)</td>
</tr>
<tr>
<td>Monday, Sept. 3, 2007</td>
<td>Observance of Labor Day (Office Closed)</td>
</tr>
<tr>
<td>Monday, Oct. 8, 2007</td>
<td>Observance of Columbus Day (Office Closed)</td>
</tr>
<tr>
<td>Monday, Oct. 15, 2007</td>
<td>Second Travel Cycle Ends</td>
</tr>
<tr>
<td>Mon.-Tues., Nov. 12-13, 2007</td>
<td>Preliminary Review Committee Meeting (Falls Church, VA)</td>
</tr>
<tr>
<td>Friday, Nov. 16, 2007</td>
<td>Application for Accreditation Deadline (Initial Applicants)</td>
</tr>
<tr>
<td>Thurs.-Fri., Nov. 22-23, 2007</td>
<td>Thanksgiving Holiday (Office Closed)</td>
</tr>
<tr>
<td>Sun.-Tues., Dec. 9-11, 2007</td>
<td>Commission Meeting (Location TBA)</td>
</tr>
<tr>
<td>Mon.-Fri., Dec. 24-28, 2007</td>
<td>Holiday Break (Office Closed)</td>
</tr>
</tbody>
</table>