MESSAGE FROM THE CHAIR

Mark your calendars now to be in Las Vegas February 10-12, 2010, for ABHES' 7th Annual National Conference on Allied Health Education! We are very pleased with the high caliber of invited speakers who have confirmed their participation this year. Registrations are pouring in swiftly, and I encourage you to reserve your sleeping room early to avoid missing the special conference rate. More information on the conference can be found later in this newsletter and by visiting www.abhes.org.

2010 promises to be a busy year for ABHES: re-recognition petitions are due to both the U.S. Department of Education and the National Board of Surgical Assisting and Surgical Technology, program-specific standards continue to be produced in an effort to ensure consistency in the evaluation process and the best opportunity for graduates of ABHES-accredited programs, and legislative issues continue to abound in health care education. As always, we welcome and request your assistance to participate on committees, help shape the accreditation standards, and serve as on-site evaluators. A special thanks to this year’s volunteer committee members!

During this past year, the Standards Review Committee completed yet another comprehensive review of ABHES standards resulting in a number of recommended enhancements for 2010. Complimentary orientation sessions regarding the new Accreditation Manual were held by ABHES throughout the year.

*Message From The Chair* cont’d. pg. 5.
With another year nearly upon us and an incredibly successful 2009 coming to an end, ABHES continues its course on unprecedented, exciting change and expansion as a leader in health education accreditation. I thank the ABHES Commission and staff, committee members, and evaluators for giving so much to make 2010 the beginning of more exciting change.

As first announced during the ABHES annual conference earlier this year, the reformatting of the Accreditation Manual has been accomplished and this results in a number of substantive and very positive changes for ABHES members. Complimentary Accreditation Manual Orientation sessions have been held throughout the country to explain these important changes with another taking place during our conference in February 2010. Aside from the great participation in number we have experienced, the positive reaction and support of the changes has been remarkable.

The following brief overview of the changes to the accreditation standards coming in 2010 are as follows:

i. The current Chapter IV that now applies to all accredited members has been amended to include only “administrative-type” standards (e.g., student finance, compliance with governmental requirements) and will apply only to institutionally-accredited members. Programmatically-accredited members (medical assisting, medical laboratory technology, and surgical technology) hold institutional accreditation through another recognized accreditor, responsible for this oversight. The elimination of somewhat duplicative standards takes a huge burden off of our programmatically-accredited institutions.

ii. A new Chapter V has been developed to incorporate educational- and outcomes-related standards that will apply to each individual program offered and will apply to both institutional and programmatic accreditation.

iii. Program-specific standards have been, and will continue to be, developed for those programs offered within ABHES-accredited institutions. These program-specific standards will ensure consistency for institutions in the evaluation process, clarity of expectations for ABHES accreditation and, we are confident the changes will heighten the national validation of the ABHES accreditation process in the health education arena for the benefit of graduate employment.

By now you have received a membership survey conducted by ABHES annually. Last year’s results were overwhelmingly positive and those concerns expressed have hopefully been addressed. We truly appreciated the wonderful insights and suggestions and we look forward to hearing from you again this year.

Enjoy this latest edition of the Advantage and never hesitate to contact me, or any staff member, with questions or for assistance.

Carol A. Moneymaker

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CMA (AAMA) Policy Changes to Take Effect

Policy changes established by the Certifying Board of the AAMA will give the CMA (AAMA) credential extra muscle. These policies will go into effect January 1, 2010. Find out how they will impact you and help spread the word!

Window of exam eligibility. Initial candidates for the CMA (AAMA) Exam who graduate on or after January 1, 2010, will have 60 months from the date of graduation to sit for and pass the exam. If the candidate does not pass within this time frame, the candidate is not eligible for the CMA (AAMA) credential. (This policy does not affect candidates graduating before January 1, 2010.)

Three attempts for initial certification. A candidate for initial certification is allowed three exam attempts to obtain CMA (AAMA) certification. If the candidate does not pass within this time frame, the candidate is not eligible for the CMA (AAMA) credential. (This policy does not affect candidates graduating before January 1, 2010.)

Recertify by certification/recertification month. All newly certified and recertifying CMAs (AAMA) will be current through the end of the calendar month of initial certification or most recent recertification for 60 months after initial certification or most recent recertification.

Reactivation fee. Any CMA (AAMA) not recertifying on or before the expiration date of their credential will be considered as having an expired credential and will be required to pay a $50 reactivation fee in addition to the recertification fee in order to recertify. This applies to recertification by continuing education or examination.

Reactivation by exam. If it has been longer than 60 months since a CMA (AAMA) has recertified, the credential has expired and cannot be reactivated by continuing education. However, recertification can be achieved by passing the CMA (AAMA) Exam. Payment of a $50 reactivation fee plus the recertification by examination fee will be required.

The Certifying Board’s new policies will reinforce the provision of high quality patient care and, thereby, improve public safety. Remember, CMAs (AAMA) must remain current in order to use the credential.
**SUCCESS STORIES**

**American Career College Awards Top Honors to Five Students for “One Change” Contest**

In accordance with American Career College’s belief that a quality education leads to a better life and that “One Change Changes Everything,” the Costa Mesa-based school announced Kenneth Ferguson, Noelle Mendez, Cedric Balderrama, Neal Mundy, and Jane Nam, all students at American Career College, as winners of its campus-wide “One Change” contest. The contest, open to all students and graduates of American Career College’s Los Angeles, Anaheim and Ontario campuses, asked for essay submissions on how American Career College changed their lives.

“Our mission is to provide our students with a learning environment that promotes excellence coupled with a supportive community to help them achieve that change,” commented Dan Holestine, Vice President of Marketing for American Career College. “In accordance with our motto, ‘One Change Changes Everything,’ this contest was designed to give students and graduates the opportunity to share their real-life experiences.”

Top honors and a $100 gift card were awarded to the following four submissions. Kenneth Ferguson, who is studying to become a Pharmacy Technician at American Career College’s Los Angeles campus, wrote an essay titled “Taking Care of Yourself,” which details an epiphany he had that pushed him to make a life change after years of working in the automobile industry on 100% commission not only left him working 14-hour days, stressed out and never fully rested, but also led him to congestive heart failure. Kenneth never thought he would go back to school so late in life, at the age of 42. His advice to those who may think they are too old to go back to school is, “you have the maturity to go further quicker, so don’t give up!”

Honor Roll student Noelle Mendez is studying to become a Pharmacy Technician at American Career College’s Los Angeles campus and writes that the school has changed her life “not just academically, but spiritually.” She started classes in February 2009, after almost a year of looking for work during a time when unemployment rates were rising rapidly. Realizing that the healthcare field was one that would still be employing qualified people, she took a chance and enrolled at American Career College, despite being left virtually homeless due to a terrible financial situation. She stayed strong and, with the help of the faculty and staff at her campus and the support of her boyfriend, she is currently on her way to finishing her program at American Career College.

Cedric Balderrama refers to his enrolling as a Massage Therapy student at American Career College’s Orange County campus in Anaheim as “One Good Decision” because, as he says it best, it “has created a positive domino effect in my life.” Cedric admits that he was never motivated during his high school years and two years after his fellow classmates had graduated, he found himself living with his parents with neither diploma nor job. Just when he felt as if he had no options, he learned about American Career College and its Massage Therapy program. He made the decision to enroll and it changed his life forever. The school faculty and staff helped him obtain his GED and motivated him to become an Honor Roll student by strengthening note-taking and testing skills, and developing better study habits. According to him, “American Career College really helped me realize the importance of an education... I have learned a lot more than massage therapy. American Career College has taught me about life, responsibility, integrity, punctuality, professionalism and so much more... One change really can change everything.”

Neal Mundy, who is studying to become a Surgical Technician at American Career College’s Ontario campus, wrote a touching essay, “Daddy Never Gave Up,” which outlines his life to date from when he entered the public safety field before the age of 20. After more than 12 years in the industry, the recent economic downturn affected his job security and financial future for his family. Now, at the age of 32, he attributes the decision to pursue a career in the medical field to a friend who suggested it to him. Although it had crossed his mind in the past, he had never seriously considered it until he did a little research and became aware that it would not only be financially rewarding, but also that he would still be working in a service industry. American Career College’s website attracted him to the field of Surgical Technology and, after watching videos online; he says he was “hooked.” His life has never been the same and he says, “When I look back, I wish I had done it sooner but it’s never too late to learn. I’m 32 years old, married with a 4-year-old daughter and another on the way. I want my children to grow up and someday see that Daddy never gave up.”

Additionally, the “People’s Choice” winner, selected based on the highest number of “thumbs up” votes received from fans on Facebook, was Jane Nam, a Pharmacy Technician student at American Career College’s Ontario campus, awarded a $100 gift card for her wonderful account of leaving the safety and security of her family’s traditional home only 10 months ago to find her own way in the world, despite having virtually nothing at the beginning of her journey. Her interests led her to pursue training for a career as a Pharmacy Technician at American Career College, where she has been for the past five months. During this time, her life changed because she is now reunited with her family and they now see her goal in life and understand her inner passion. She says, “Every day that I attend class, I am grateful for the information I am taught and all the new experiences I come across. Attending ACC was the best decision I ever made and I am very motivated to further my career in the pharmacy field.”

**American Career College holds institutional accreditation by ABHES**

“Success Stories” cont’d. pg. 4.
Turning Around Personal Tragedy: A Meaningful New Life

He was only 21 years old, but James Stuck thought his life was over. A corporal in the Army, Stuck was serving in the war in Iraq in 2005 when he was the unfortunate victim of a roadside bomb. He lost his right leg from the knee down. The tragedy happened just five days before Christmas.

“Losing my leg was a huge mind game,” Stuck said recently from the Heritage College campus in Oklahoma City, Oklahoma, where he is a student in the Massage Therapy program. “I was very emotional and thought everything was over.”

Stuck was airvacced to a military base in Germany and then flown to Walter Reed Army Medical Center in Washington D.C. He spent the next year at the medical facility, learning how to walk all over again, as well as healing spiritually. During his rehab, he was awarded with a Purple Heart, an honor bestowed to those who are injured or killed in the line of duty.

“It was while in rehab that I realized that my injuries could have been much worse and that I was truly the lucky one,” said Stuck, who is now 25 years old.

During his stay at Walter Reed, Stuck was fitted with a prosthetic that allows him to walk and exercise. As part of his rehab, he was encouraged to take up a sport. He quickly got involved with the sitting volleyball team, a popular Paralympic sport in which players play the game sitting on the court. Stuck is 6 feet 5 and his long torso gives him an advantage.

Stuck fell in love with the sport so much that he moved to Edmond, Oklahoma, to play for the U.S. National Disabled Team, which trains at Central Oklahoma University. He is also working on his bachelor’s degree in Kinesiology at the school and plans to get his master’s in Athletic Training.

“I knew once I was medically discharged from the military that I wanted to continue my education to help others,” said Stuck, who would eventually like to work with college level athletes as a trainer.

To make him more well rounded, Stuck recently enrolled in the popular Massage Therapy program at Heritage College, which is about 30 minutes from Edmond. He said he wants to be able to fix his athlete’s problems, in addition to training them. The program is 15 months long, and Stuck will graduate in March 2010.

“It’s a lot of fun so far,” Stuck said. “I’m really enjoying it.”

Matt Mayfield is Stuck’s instructor at Heritage and said he has been an inspiration not only to his classmates, “but everyone he meets.”

During a recent class discussion about reflexology and how the foot is a map for the rest of the body, Stuck volunteered to let his classmates see how it can work in the same ways on someone who is an amputee. He allowed students to work on his foot and also on his injured leg to get a better understanding of how to assist a challenged client.

Said Mayfield: “James is giving our students knowledge that most will never get to experience and this will better help a wide variety of clients.”

Heritage College, Oklahoma City, Oklahoma, is institutionally accredited by ABHES

Building Strong Community Ties

The Massage Therapy Program offered at Allied College, Maryland Heights, Missouri, is very dedicated to providing the highest quality curriculum based education available. The school also recognizes how important building ties in the community are for our future leaders. Every Thursday of the month the clinic students provide chair massage to people in the surrounding community as follows.

- 1st Thursday of the month: Police stations in St. Louis Metro area. This is done on a rotating basis between sub stations.
- 2nd Thursday of the month: Fire departments in the Maryland Heights district. The students provide chair massage at 2 fires stations each visit.
- 3rd Thursday of the month: United Health in Earth City. This is done in combination with United Health’s ongoing fitness program. The students are excited to be part of an individual’s success in meeting a health goal.
- 4th Thursday of the month is a rotation day: Students are introduced to providing chair massage for many different venues such as Nurses and Doctors who care for patients in an emergency room setting, patients in an Alzheimer’s facility and Federal Building employees.

A few of the highlights this year have been participating in events such as The Walk on Washington to help MS victims and their families and going to the State Capital for the MAPCCS (Missouri Association of Private Career Colleges and Schools) convention.
GOOD TIMES FOR HEALTH EDUCATION TRAINING – A WORD TO THE WISE

As health care continues to control front-page headlines, it emerges as a nearly recession-proof career. Recent statistics show enrollments up some 40 percent since the same time last year with annual revenue increases at over 50% across the board at postsecondary, private health care education institutions. As a primary accrediting agency for health care education, ABHES celebrates the victories that demand has brought in securing more graduate successes, but it also must step back and provide some words of what it believes to be sound advice in response to these unprecedented increases for the future.

As a part of continuous institutional and program planning, we ask that you monitor more closely than ever the number of viable externship sites available (as in signed agreements with the number of available slots to meet your demand) to train your students. Hospital and other medical facilities continue to face cut backs and closures, severely limiting experienced and qualified personnel to supervise students as well as facilities to place graduates. Remember, ABHES standards require externships be available as they are needed – period. So while an occasional slight delay may occur for cause, this should fall in the extraordinary category.

Therefore, the ABHES Commission urges its accredited institutions and programs to consider carefully, and immediately, externship availability by program, as applicable, and the current local employment demand in the fields in which you train when enrolling students. The involvement of program advisory boards, program directors, faculty, externship coordinators and placement personnel in determining knowledge and competency demands is essential. For those institutions participating in Title IV financial aid programs, the concern over escalating default rates must be paramount. The time to review with confidence your student enrollments, as compared to your retention, externship availability, and graduate placement, has come and may soon be gone.

As you develop new programs and continue to modify those programs you offer, ABHES offers its “Guidelines for Conducting a Market Survey” that may be a useful tool. As a primary accrediting agency for health care education, ABHES celebrates the victories demand has brought in securing more graduate successes. But, as an accrediting agency focused in health education, it also must step back and provide some words of what it believes to be sound advice in response to these unprecedented increases for the future.

Carol Moneymaker, Executive Director

MESSAGE FROM THE CHAIR, CONT’D FROM PG. 1

country in order to “train” our members to more completely understand the new standards and the differences to current requirements. The sessions were met with great success and positive comments. I encourage everyone, particularly those who have not attended an orientation session, to carefully review the Accreditation Manual, 16th Edition, posted at www.abhes.org, with your colleagues.

Keep in mind that there are not only changes to standards, but also changes to the applicability of the standards (i.e., institutional and programmatic accreditation by ABHES will no longer require adherence to identical standards). A final Accreditation Manual orientation session is being held during the annual conference in February. Also, as you receive future proposed changes to accreditation standards, including new program-specific standards, please consider these carefully and respond to the Call for Comment. I can assure you that your voice will be heard and given consideration.

Finally, I thank our commissioners and staff for another successful year at ABHES. I consider their dedication, reliability, and exceptional work to be unmatched, and I am honored to serve as ABHES’ Chair during this fascinating time in health care. I look forward to seeing you all in Las Vegas!

Guy Euliano
The Council of Recognized National Accrediting Agencies (CRNAA) has been in existence for over 20 years and is an alliance of six (6) accrediting agencies with a national scope. The objectives of CRNAA are to promote and inspire the continuous peer review and assessment of accreditation practices predicated upon ensuring the quality and integrity of postsecondary education and training and to ensure that the purposes and interests of accreditation, accredited institutions, and the students they serve are properly represented and fostered.

The CRNAA members are recognized by the Secretary of the U.S. Department of Education as reliable authorities on the quality of education and training offered by accredited institutions. This recognition facilitates institutional eligibility to participate in federal student financial assistance programs. Those members of CRNAA accrediting predominantly degree-granting institutions are also recognized by the Council for Higher Education Accreditation (CHEA), an organization of colleges and universities serving as the national advocate for voluntary self-regulation through accreditation and through which all CRNAA members, formally recognized or not, are actively involved. Membership in the Association of Specialized Programmatic Accreditation (ASPA) is held by ABHES since it is specialized and also accredits programmatically; an organization through which all CRNAA members have also been involved.

MEMBERS OF THE CRNAA ARE:

Accrediting Bureau of Health Education Schools (ABHES)
Carol A. Moneymaker, Executive Director

Accrediting Council for Independent Colleges and Schools (ACICS)
Al Gray, Executive Director

Accrediting Commission of Career Schools and Colleges (ACCSC)
Michale McComis, Executive Director

Accrediting Council for Continuing Education and Training (ACCET)
Roger J. Williams, Executive Director

Council on Occupational Education (COE)
Gary Puckett, Executive Director

Distance Education and Training Council (DETC)
Michael Lambert, Executive Director

The CRNAA typically meets at least four times per year and invites at least one representative from an external agency to a portion of its meeting, including the U.S. Department of Education, CHEA, U.S. Department of Defense, and those responsible for state oversight. The involvement of outside agencies is essential to CRNAA in soliciting input and to both receive and offer assistance regarding various and timely issues facing accreditation and its accredited members.

During the past year the CRNAA has accomplished a number of important tasks, including:

- Serving as a national representative on accreditation issues during the negotiated rulemaking sessions regarding the Higher Education Act.
- Representing national accreditation at the national conference of the U.S. Department of Defense.
- Challenging the implementation of regulatory language that would require regional accreditation to become programmatically accredited or for graduates to challenge a credentialing exam.

The institutions accredited by the CRNAA members number approximately 2,100 with an approximate three and a half (3.5) million students educated and trained each year.

For more information on the CRNAA, visit its website at www.crnaa.org.
The Accrediting Bureau of Health Education Schools (ABHES) continuously seeks new program specialists to ensure a continued pool of qualified and trained individuals to serve on site visit teams. Educators and practitioners in numerous health care disciplines including, but not limited to, medical assisting, surgical technology, dental assisting, diagnostic medical sonography, pharmacy technology, veterinary assisting, and radiologic technology, are urged to become involved. We are anxious for program directors, faculty, and externship or placement coordinators to use their contacts at externship sites to solicit individuals practicing in these fields to become involved in the accreditation process. Individuals possessing the leadership abilities and accreditation site visit experience are always welcome to apply to serve as team leaders. Also in demand are people that possess an expertise in the use of distance education delivery to evaluate that component of educational programs.

While serving as an evaluator requires time away from work and home, the benefits of participating in on-site evaluation visits are immeasurable. Not only does the training and participation heighten one’s level of awareness and understanding of accreditation requirements, but also provides the ability to observe from the inside how other institutions and programs operate. Participating on an evaluation team is an invaluable experience.

If you are interested in serving ABHES, please review the policy statement, “The Importance of Evaluator Training”, posted at www.abhes.org (evaluator link, evaluator training policy). This document provides such information as minimum qualifications and training requirements to serve as an ABHES evaluator. All travel expenses are reimbursed and a small daily honorarium is provided. Feel free to provide this information to individuals within and outside of your organization who you believe may be interested and qualified. Evaluator training workshops are held throughout the year and are posted at www.abhes.org (events link).

Individuals interested in becoming an on-site evaluator should provide a letter of interest and current curriculum vitae to Laura Tache, Accreditation Coordinator, at ltache@abhes.org. Laura can also be contacted by phone at 703.917.9503 should you have any questions.
College Accreditation: Which Part of the Elephant Is For You?

The much beloved story of the blind men and the elephant is told in nearly every culture. As told by the Buddha, a king commanded six blind men to examine an elephant and to tell him what sort of thing it is. The six blind men in turn asserted that the elephant is either like a pillar (the man who felt the elephant’s leg), a rope (tail), a fan (ear), a wall (belly), a pipe (tusk), or a snake (trunk). The men could not agree with one another and came to blows over the description of an elephant. The Buddha ends the story by noting that disagreement and chaos is inevitably the result when we each understand the world only through our own experience.

“Accreditation” is the elephant of higher education. The “accreditation” animal is not a uniform thing that is the same wherever you come into contact with it. The many things called “accreditation” are as different from one another as the elephant’s trunk is from its tusk or its tail.

Unfortunately, we who try to describe accreditation are often the blind men. Each of us has a version of the king (lawmakers, regulators, licensing boards, credentialing organizations, employers, and students) who ask us just what this thing called “accreditation” means. Too often, our descriptions bear little resemblance to one another. Like the men in the story, we each explain “accreditation” based on our own experience. It is not surprising that the lawmakers, regulators and other versions of the king who want to know what “accreditation” means are left confused and frustrated.

Some of us proclaim that accreditation examines an institution but does not look at individual education programs. Historically, this perception arises from the work of what are called “regional” accrediting agencies. For these agencies, a grant of “accreditation” is likely to mean that the overall institution has passed inspection but says nothing about individual education programs at the institution.

In contrast, others of us proclaim that accreditation examines a specific individual educational program but not the institution that offers the program. This perception arises from the work of “programmatic” accreditors in a particular field of study. For example, one accrediting body examines only education programs in dental education, another examines legal education programs, and yet another accrediting body examines only nurse-midwifery programs. For these and dozens of other similar accrediting bodies, a grant of “accreditation” means that a specific education program has passed inspection but says little or nothing about the institution offering the program.

If we examine the accreditation elephant a bit further, we find yet another variation on just what accreditation actually examines. The Accrediting Bureau of Health Education Schools accredits the overall higher education, but does this by individually examining each educational program offered by the institution against a set of detailed standards. In the case of this accrediting agency, “accreditation” of the institution does mean that each and every program at the institution has been separately examined and has passed a detailed inspection.

To make the description of “accreditation” even more complex, the accreditation elephant has additional, critical features beyond whether it looks at an institution broadly, at an individual program, or as is the case with the Accrediting Bureau of Health Education Schools, at both. Although educational “quality” is the focus of all accreditation, accreditors differ significantly in what they consider to be the key indicia of quality. So, when we try to explain to the king just what “accreditation” means about the quality of an institution or a program, we need to qualify our answer by explaining just what part of the animal we are describing.

The primary test of “quality” for some accreditors is whether an institution or a program has developed its own specific mission and objectives and whether it actively engages in efforts to improve its performance in achieving these. For example, the Southern Association of Colleges and Schools states that,
“At the heart of the Commission’s philosophy of accreditation, the concept of quality enhancement presumes each member institution to be engaged in an ongoing program of improvement and be able to demonstrate how well it fulfills its stated mission. . . . The Commission on Colleges supports the right of an institution to pursue its established educational mission . . . .”

Similarly, the Northwest Commission on Colleges and Universities states that,

“Accreditation by the Northwest Commission on Colleges and Universities means that an institution’s own goals are soundly conceived, that its educational programs have been intelligently devised, that its purposes are being accomplished, and that the institution is so organized, staffed, and supported to merit confidence in the quality and effectiveness of the institution in achieving its mission.”

These statements reflect one of the two fundamental approaches followed by accreditors in verifying “quality.” In the first approach, quality, is primarily (though not exclusively) defined as a process of rigorous, ongoing self-evaluation and effort to bring the institution or the program closer to whatever mission or objectives the organization has set for its self. Concrete or objective results are not necessarily a part of this approach to quality assessment, and if they are, these measures are chosen by the individual institution or program rather than by the accreditor. Adherents of this view of quality assessment caution that the alternative of measuring quality by any third-party generated criteria that are applied across institutions might have the effect of forcing all higher education toward those criteria and bring innovation and diversity to an end.

Critics of this “process-based” quality assessment by accreditors claim that measuring each institution or program against its own objectives, and measuring them primarily by their efforts to seek improvement toward their own objectives, makes the fact of accreditation nearly useless to everyone, except perhaps to the institution or program itself. Critics say that few students, employers, regulators, clinical education partners or funding agencies know or care what an institution’s or program’s mission or objectives are. Moreover, fewer still care whether the institution or program is engaged in a plan that over a period of years is designed to bring the entity closer to its self-stated objectives.

According to critics of “process-based” accreditation, what the “king” really wants to know is whether students who enroll now will graduate with the knowledge and skills expected. The second, fundamental approach to quality assessment by accreditors seeks to answer this question by direct, objective “outcomes” that are comparable across all similar institutions or programs. For example, the Accrediting Bureau of Health Education Schools, which accredits postsecondary institutions in the United States that are predominately engaged in education for health care professionals, requires that each education program offered by an accredited institution document specific results that reflect the percentage of enrolled students who actually complete the program, the percentage of graduates who are employed in the field of their study, and the success of graduates on licensing or credentialing examinations in the professional field. In order to attain and maintain the institution’s accreditation, each program offered must document that the results of these objective outcomes meet or exceed minimum requirements.

Adherents of this “outcomes-based” accreditation believe that it provides accountability to all those kings seeking assurance of quality. Lawmakers, regulators, licensing boards, credentialing organizations, clinical partners, employers, and students can rely on such outcomes-based accreditation to know that each institution or program accredited has met the same, specific, objective criteria. This is a particularly important assurance when the decisions that each of these “kings” must make are related to the outcomes measured and verified by the accreditor. For example, a prospective student weighing enrollment options may want to know the odds of finding employment in the field upon graduation. A funding agency may want to know whether students it funds in a given program are likely to graduate. A state regulator may want to know these things in deciding whether consumers are at risk if an institution or program is allowed to operate in the state.

So, when the king asks, “What is this thing called accreditation, and what does it mean to me?” the proper response is that the answer really does depend on which part of the accreditation elephant the king is considering. Accreditation can tell the king that a school or program has internal objectives that it works to achieve, or it may say that the school or program has met specific, objective outcomes. Accreditation can tell the king that a school as a whole has met one of these definitions of quality, or it may mean that every educational program the school offers has met that definition.

The king should be told to never make decisions based on the blind view that all accreditation is the same. Rather, any decisions the king makes should be on a case-by-case basis taking into account what each potential accreditor’s grant of accreditation really signifies.

Taking a cue from the Buddha, in the final analysis, blindness about accreditation leads to confusion and to bad decisions all around. It is better that each of us learn all the parts of the elephant so we and our various kings can make decisions with our eyes wide open.

Michael White
Director of Legal and Regulatory Affairs
ABHES
What’s New at AMT?

Many academic program directors have expressed an interest in learning more about the certification examination performance of their graduates. In response to this interest, the American Medical Technologists (AMT) has developed helpful reports that compare aggregate examinee performance for school graduates against a national benchmark. Detailed and summary statistics are available for both total score and content sub-areas of the examination. Program administrators report that this type of information is often helpful in identifying programmatic strengths and weaknesses.

To view a copy of this report, visit the AMT website at: www.amt1.com, click on the “Schools & Students” tab, and then on “School Resources”.

Please note that the reports are available ONLY for schools that employ computer-based testing of graduates for AMT certification through the Pearson VUE testing channel. These schools may obtain a copy of the report addressing aggregate performance information for their programs by contacting the AMT Registrar’s Office at 847.823.5169.

News from DANB’s Board of Directors: Results of Annual Meeting August 2009

Still Time to Apply for DANB’s Proposed CDA/GC Exam Pilot Pathway Study

In May, the Dental Assisting National Board, Inc. (DANB) announced that dental assisting students attending programs at DANB-approved vocational-technical schools might soon become eligible to participate in a proposed pilot study that would allow them to take DANB’s Certified Dental Assistant (CDA) exam or the General Chairside Assisting (GC) component exam, after one year of work experience. DANB would like to announce some important changes, including extending the application deadline to the proposed CDA/GC Exam Pilot Pathway study to encourage participation by all dental assisting programs housed within institutions accredited by agencies recognized by the United States Department of Education, including ABHES.

At its August 2009 meeting, DANB’s Board of Directors voted on changes to the proposed CDA/GC Exam Pilot Pathway study criteria. First, the study is currently a proposed study. In order to move forward with DANB’s proposed pilot study, DANB’s Board of Directors first will review feedback from communities of interest, and then determine if a sufficient number of qualified dental assisting programs have applied to participate. Adequate participation in the study is required so that DANB is able to use GC exam pass rate data from pilot study exam candidates to determine if these candidates pass the GC exam at a rate that is equivalent to the pass rates of candidates who applied to test through current CDA/GC exam eligibility pathways. If too few CDA/GC exam candidates participate in the study, exam performance results cannot be generalized to the population of these students, and so no new CDA/GC exam eligibility pathway would be considered.

Second, if DANB conducts the study, testing under the proposed CDA/GC Exam Pilot Pathway study would not begin until January 2011, and would then end with CDA/GC exam applications received or postmarked by December 31, 2013.

DANB’s national exams and Certified Dental Assistant (CDA) certification are recognized or required in 37 states plus the District of Columbia. DANB’s CDA exam is composed of three component exams: Radiation Health and Safety (RHS), Infection Control (ICE) and General Chairside Assisting (GC).

Because the RHS and ICE exams have no eligibility requirements, many vocational-technical dental assisting programs take advantage of the opportunity for their students to take these two component exams during the school year. However, candidates must then meet eligibility requirements to apply for the GC exam, and must pass all three component exams within a five-year period to become a DANB CDA.

Currently, there are two main eligibility pathways to qualify to take DANB’s full CDA exam or the GC component exam. Graduates of dental assisting or dental hygiene programs accredited by the Commission on Dental Accreditation (CODA) apply to test through Pathway I, while on-the-job-trained dental assistants with two years of work experience and proof of high school graduation or equivalent apply to test through Pathway II. All CDA and GC exam candidates must hold a current DANB-accepted cardiopulmonary resuscitation (CPR) certificate.

During the three-year study, DANB will accept CDA/GC exam applications from graduates of DANB-approved dental assisting vocational-technical programs who have one year of work experience. To be considered DANB-approved, dental assisting programs must meet the following requirements:

- Be housed within an institution accredited by a U.S. Department of Education (USDoE)-recognized accrediting agency
- Be at least one academic year in length (25 semester or trimester hours, or 36 quarter hours, or 900 clock hours, with a minimum of 300 clinical hours)
- Present a comprehensive dental assisting curriculum that teaches contact areas addressing all core duties performed by dental assistants
Dental assisting students who graduate from a DANB-approved dental assisting program would be required to meet these eligibility prerequisites:

• High school graduation or equivalent
• Graduate from or complete a DANB-approved vocational-technical dental assisting program
• Complete a minimum of 1 year of continuous full-time work experience (at least 1750 hours) as a dental assistant
• Hold DANB-accepted CPR certification that is current at the time of application and exam date

Program directors should not wait to participate! One of the eligibility requirements for students wishing to test under the new pilot pathway is the completion of at least one year (1,750 hours) of continuous full-time work experience as a dental assistant. That means students graduating from 2009 classes could be eligible to take DANB’s CDA exam under the pilot pathway when testing begins in 2011. Be sure to let your graduating students know about this exciting opportunity as soon as your dental assisting program becomes eligible to participate in the proposed CDA/GC Exam Pilot Pathway study.

Program directors that have already been approved for participation should take a moment to notify any students, personnel or administrators that may be affected by the date changes. DANB sincerely appreciates your interest in the proposed pilot study.

The CDA/GC Exam Pilot Pathway study offers dental assistants the possibility of one more way to become a Certified Dental Assistant, which may advance their career, meet state dental assisting requirements, and bring greater earning power! Download an application at www.danb.org or contact randerson@dan.org today.

**Upcoming Changes in DANB Exam Policy**

• Beginning April 1, 2010, DANB will offer the Radiation Health and Safety (RHS) and Infection Control (ICE) exams as a packaged testing event (that is, both exams offered back-to-back during one testing appointment) for an exam fee of $220 ($80 less than taking the exams as separate testing events). As is true when taking these two exams separately, candidates who pass one or more of these component exams will earn either Certificates of Competency in Radiation Health and Safety or Infection Control, or in both.

• The DANB Board approved removing the restriction of “continuous” from the current work experience policy. Effective August 24, 2009, DANB will now accommodate dental assistants applying to take the Certified Dental Assistant (CDA) or Certified Orthodontic Assistant (COA) certification exams or the General Chairside (GC) or Orthodontic Assisting (OA) component exams through eligibility Pathway II, who have small gaps in their dental assisting work experience. This means that DANB will accept applications from candidates who may have been unemployed (for example due to a move or a layoff) for a few weeks or months during the 2 to 4-year period. This accommodation will be made as long as CDA, COA, GC, and OA exam candidates applying through Pathway II have accrued 3,500 hours of work experience between a minimum of at least two years [24 months] (if employed full time) and at least four years [48 months] (if employed part time).

• Because of the increasing availability of fraudulent and unrecognized high school diplomas through the Internet, the DANB Board of Directors approved a change to the Proof of High School or Equivalent Policy, which applies to requirements for eligibility to apply to take DANB’s CDA, GC, COA, and OA exams through the work experience pathway. The change, effective August 24, 2009, requires that the high school must be a recognized school in the US Education System. Proof of postsecondary education must be from a US Department of Education (USDoE)-recognized institution.

**DANB Develops New National Exams for Expanded Functions**

• DANB has begun developing five new national expanded functions exams and plans to begin administering the exams in 2010. The five new DANB national expanded functions exams will test knowledge required to competently perform these functions: Coronal Polishing, Applying Topical Fluoride, Applying Sealants, Applying Topical Anesthetic, and Scaling for Plaque-Induced Gingivitis Patients.

**National Healthcareer Association (NHA) 2009 Update:**

The National Healthcareer Association (NHA) is pleased to announce to the ABHES education family that NHA’s Phlebotomy Technician certification has been accredited by the National Commission for Certifying Agencies (NCCA) through March of 2014. Additionally, the NHA has recently acquired rights for the Institute for the Certification of Pharmacy Technicians’ NCCA-accredited Pharmacy Technician Certification.

In pursuing NCCA accreditations, NHA demonstrates to our colleagues and educators in the health sector that we maintain the highest standards in allied healthcare certification. Students pursue NHA certifications as they scale the healthcare career

See “News From Credentialing Agencies”, page 12.
Developing Program Effectiveness Plans – Are You Ready?

In 2010, the Program Effectiveness Plan (PEP) will replace the Institutional Effectiveness Plan (IEP) as the required evaluation tool for internal quality assessment for ABHES-accredited institutions and programs. The requirements for a PEP are available in Chapter V of the newly revised ABHES Accreditation Manual (16th edition), Section I, Program Effectiveness, which can be found on the ABHES website (www.abhes.org).

The PEP will evaluate each individual program within an educational institution by establishing and documenting specific goals, collecting outcome data relevant to these goals, analyzing outcomes against both minimally acceptable benchmarks and the program’s short- and long-term objectives, and setting strategies to improve program performance. It is important to note that although separate effectiveness reports are generated from each individual program within an institution, they may be assembled and presented to ABHES as one document, similar in construction to the currently-required IEP, and are updated on an annual basis. Like the IEP, the PEP will not be an annual submission requirement for ABHES, but can be requested at any time as part of a Commission action and will be evaluated during on-site visits.

The PEP will result in identification of specific outcomes indicators. For each of the outcomes identified by a program, the program must establish the level of performance that serves as a benchmark for acceptable program performance. These benchmarks must meet or exceed requirements established by ABHES and must consider any applicable state or federal authority requirements.

The primary outcomes indicators are as follows:

- Graduation rates
- Job placement rates
- Survey responses from students, clinical externship sites, graduates, and employers

Development of the PEP should help the institution to assist its programs in achieving internal effectiveness by establishing both short- and long-term goals for success, as well as the criteria needed for measuring goal accomplishments. Assessing progress toward established goals and continuously reviewing the process will allow the program to make those changes necessary for the achievement of overall effectiveness. Goals, current degrees of effectiveness, and plans for increased overall quality should be communicated to the public, which includes graduates, employers, and community leaders. Information presented should communicate clearly and accurately the most important elements of the program’s operation and how the program is meeting the needs of students and providing quality-learning experiences.

The PEP will also serve as a documented plan that can be presented to approving or accrediting organizations (including state boards and ABHES) to demonstrate regulatory compliance, as these agencies rely on information that clearly outlines a program’s goals and educational processes for measurement of overall quality and effectiveness.

Join ABHES for a special break-out session in February during its National Conference on Allied Health Education to learn more about developing an effective Program Effectiveness Plan!

Paul Price, Education Advisor, ABHES

News From Credentialing Agencies, cont’d. from pg. 11

certification standards and educational objectives constitute a widely-accepted foundation to advance their budding professional careers.

Opportunity for Medical Assistants

Students currently training in the medical assistant field can in the interim challenge the NHA’s nationally-accredited phlebotomy exam, provided that they have completed the required training and practical experience. Both the NHA’s phlebotomy and EKG certifications give job applicants’ added demonstration of their skills to prove their worth to healthcare sector employers. As students become nationally certified, they have the ability to start earning a paycheck and gain valuable work experience in the health field while continuing with their education.

Certified Electronic Health Record Specialist

In September 2009, the NHA released the Certified Electronic Health Record Specialist (CEHRSTM), the first national certification of its kind for allied health workers operating in an electronic health record (EHR) environment. To meet the Administration’s EHR goals, most allied health professionals will need to become proficient on EHR systems over the next five years. The NHA established a National EHR Advisory Group, surveyed 10,000 certified professionals and solicited the input of EHR subject matter experts as we developed our curriculum, exam, and study guide. The resulting national credential, currently available, will give certified professionals a competitive technological edge for health sector employment and career advancement opportunities.

This year the NHA celebrates its 20th anniversary and we look forward to continuing our leadership role in setting the benchmark in allied health standards and certification. Please email us info@NHANOW.com
In Memoriam
Bob Gosdeck

A monument in this industry, and a treasured friend and mentor to so many of us; Bob Gosdeck was with McGraw Hill Publishing Company for over 30 years. When Bob retired, McGraw Hill asked Bob to stay on as a “consultant,” as his passion for this industry was contagious. He taught us that establishing trusting relationships with our customers was far more important than our products. His spirit will carry on with so many of us long after his passing, so his legacy will always live on! It was an honor and a blessing to know Bob and to call him a friend!

With Great Respect and Much Love,
Debbie Ogilvie
Alan Hensley
Pearson Learning Solutions

Maryanne Ortiz

It is with great sadness that I report the passing of Maryanne Ortiz, wife of Arthur Ortiz, a former member of the ABHES Commission, committee member, and evaluator. Maryanne passed away on Monday, November 9, 2009. She and Art were married 38 years. Having had the pleasure of being with Art and Maryanne on several occasions, I have rarely experienced such an obvious, yet discreet, display of love, respect, understanding, and pure joy between two people. It was if each day was a new experience for them, as one.

Carol Moneymaker, Executive Director

NEW CAMPUS ON THE CONNECTICUT RIVER

Goodwin College, located in East Hartford, Connecticut, was founded as a proprietary institution, Data Institute, in 1962. In 1999 the institution went from a proprietary school to an accredited college, the first new college in over 45 years in Connecticut. In 2004, Goodwin College became a non-profit institution with Mark Scheinberg, previous owner of Data Institute, named as its first president. It was granted accreditation by the New England Association of Schools and Colleges and, shortly thereafter, achieved medical assisting programmatic accreditation by ABHES. In the past five years, student enrollment has more than doubled, making Goodwin College one of the fastest growing institutions in the Northeast.

Recognizing the rapid gains in enrollment, Goodwin College initiated a major project to construct a new campus along the Connecticut River in East Hartford. In 2007, Goodwin College broke ground on the first building, a new academic center. Finishing construction of the center on schedule and under budget, Goodwin College welcomed its first students into the new building in January 2009, and has continued to experience strong growth. The building features 39 technologically advanced classrooms, eight state-of-the-art science labs, two computer labs, an 800-seat auditorium, community room, bookstore, student lounge, range of study areas, and a two-story library and media center with expansive views of the Connecticut River. In addition to new building construction, existing deep-water docks on the college’s campus are being rehabilitated for conducting environmental research and providing increased public access to the Connecticut River.

The Connecticut Real Estate Exchange recently recognized Goodwin College with its highest honor, the Blue Ribbon Award, for the Most Significant Real Estate Development in Connecticut.
THE MASSIFICATION OF EDUCATION IN THE 21ST CENTURY

The expansion of higher education was a major theme at the United Nations Educational, Scientific and Cultural Organization (UNESCO) Conference in Paris earlier this year – which noted that the number of students enrolled in higher education globally has increased 53% since 2000, to nearly 151 million students. UNESCO scholars call this phenomenon the “massification” of education and believe that it will be one of several drivers of change in education in the 21st century. UNESCO notes that while some developing countries still have fewer than 10% of the post-school age group in higher education, almost all developing countries have had increased participation rates since 1998. In the US, the number of students enrolled in post-secondary education increased from 13,202,880 to 17,758,870 between 2000 and 2007. Even with this increase of over 4 million students, however, the US no longer leads the world in degree attainment, having fallen behind Australia, Denmark, Finland, Iceland, New Zealand, and Norway. President Obama has articulated as an important goal that by 2020, America will once again have the highest proportion of students graduating from colleges in the world. The President’s plan involves restructuring and expanding federal financial aid, improving college completion, and making a significant investment in community colleges intended to promote high-demand skill development in emerging industries. Our ability to achieve this goal of greater access, however, will occur within a shifting paradigm affected by globalization, the continuing rise of the knowledge-economy, and the impact of information and communications technology. What are the opportunities and challenges?

First, increased access does not always mean even access. Globally, participation rates vary and certain groups continue to be underrepresented in higher education. In the US, participation rates for minority students continue to lag behind. Community Colleges have made higher education more accessible, but research shows that cost continues to be a barrier to access and the likelihood that community college students will continue to four-year degrees still depends largely upon the socioeconomic status of the student’s family. While President Obama has pledged to reform and simplify the federal student aid system, his proposals deal primarily with providing greater access to funding as students are beginning college. Some exploration of providing affordable repayment options for students in the US could also improve the participation rates of reluctant borrowers.¹

Second, globalization has produced an integrated world economy and an emerging international knowledge network that affects the way colleges and universities do their work. Higher education must provide graduates with broader knowledge that takes into account an interdependent world. This has prompted international partnerships and consortia among colleges and universities, an emphasis on study abroad, and the development of overseas branch campuses by US colleges and universities. The emergence of English as the dominant language of scientific communication, has improved communication and provided greater opportunities for sharing of scholarly work. The ability of colleges and universities to draw on the scholarship of an international faculty has advantaged countries where faculty salaries tend to be higher and tenured positions more available.

A significant challenge of globalization is the need it has created for a quality assurance regime that transcends national boundaries and permits the evaluation of unfamiliar credentials and qualifications. Student-consumers are demanding internationally recognized certification of institutions and credentials to permit articulation and mobility. This will be particularly important for professions like health care and teaching, where workforce shortages can have widespread social and economic implications. Internationally, quality assurance regimes are moving away from traditional government established regulation, toward concepts that are more characteristic of US accreditation. These include peer review and mission-focused evaluations of institutions. The outcomes of the educational process are stressed; requiring a demonstration that students have mastered certain educational objectives as a result of their education. The Bologna Process in Europe has integrated this outcomes focus in the establishment of qualifications frameworks that identify the skills and competencies that are represented by a certain credential. International recognition of a college/university credential fosters mobility and employability across foreign borders. Additionally, because colleges and universities design curriculum that is geared toward the qualifications frameworks; Bologna also promotes student achievement and student-centered teaching and learning.

As noted in the UNESCO report, “education is the major engine of economic development”. In the US in the coming years, jobs requiring at least an associate’s degree are projected to grow twice as fast as jobs requiring no college experience. As President Obama noted in a recent speech to the student body of Hudson Valley Community College in Troy, New York, “We will not fill those jobs, or keep those jobs here in America, without graduating more students, including millions more students from community colleges. We know that the nations that out-educate us today will out-compete us tomorrow.” Ironically, the critical need for a more highly educated workforce comes...
at a time when a weak economy means that we can least afford it. The administration also includes, therefore, a plan to bolster state education infrastructure to relieve some of the pressure on public universities and community colleges caused by increased demand.

Even with increased funding for public education, however, we can anticipate continued growth in private education worldwide. UNESCO anticipates a 30% increase in private education with for-profit and quasi-for-profit institutions representing the fastest growing sector. Some countries, including, Indonesia, Japan, Philippines and the Republic of Korea have already reached 70% private enrollment. For-profit education continues to be the fastest growing sector in the US as well. Access can also be improved through better uses of technology through on-line learning, providing avenues for academic collaboration, research, and the wide distribution of materials and information. Technology provides both a great opportunity and the great challenge because while the possibilities for increasing access with technology are vast, a widening digital divide means that developing countries and resource strapped communities within the US and other countries may continue to fall farther and farther behind. With the addition of many new post-secondary providers, the quality assurance risks become greater and distinguishing between legitimate institutions and degree mills more difficult.

Attitudes and policies relating to access to higher education will become central to the national and international debate in higher education in the near term. One of the central questions in the US will concern the role of the federal government. The prior administration expanded the role of the government in quality assurance by creating new requirements for reporting, consumer protection and accreditation with the goal of making higher education more accountable and transparent for consumers. The Obama administration has signaled an intention to continue this trend. In addition, the President proposes a new role for government to become a provider of higher education through online college courses that will be free and publicly available to all. While this proposal addresses the need for greater access, it is also likely to spark debate concerning this unprecedented role for the government as a provider of higher education.

1 Australia, New Zealand and South Africa have developed loan repayment plans for students that are tied to post-graduation earnings.

About UNESCO

UNESCO was founded in 1945 and functions as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues. The Organization also serves as a clearinghouse – for the dissemination and sharing of information and knowledge – while helping Member States to build their human and institutional capacities in the diverse fields of education, science, culture and communication.
The House of Representative passed the Student Aid and Fiscal Responsibility Act on September 18, 2009, by a vote of 253 to 171. H.R. 3221 calls for the elimination of the FFEL Program and to use the savings to increase the spending in the Federal Pell Grant Program, to expand and reform the Federal Direct Perkins Loan Program, and to increase the spending in other higher education programs.

Congressman George Miller (D-CA), Chairman of the House Education and Labor Committee, announced on the House floor that H.R. 3221 ends wasteful taxpayer subsidies of the FFEL Program by requiring all loans to be originated through the Direct Loan Program.

The Senate was set to take up its version of the reconciliation bill in October, but Senator Tom Harkin (D-IA), Chairman of the Senate Health, Education, Labor and Pensions Committee, is seeking an extension of the October 15th deadline while the Senate focuses on health reform. Senator Harkin hopes to take up the education bill in November. This means that a final bill may not be enacted until December. As a result, over 3,000 schools currently participating in the FFEL Program will have only about six months to convert to the Direct Loan Program.

Surveys conducted by various groups, including NASFAA, show that while colleges and schools are beginning to plan for the transition to the Direct Loan Program, many institutions are continuing to participate in the FFEL Program. The Department of Education has been holding a number of training seminars to help undergraduate and graduate schools make the transition. Should there be a requirement to transition to the Direct Loan Program, it would go into effect on July 1, 2010. Institutions are advised to make sure that they are approved to participate in the Direct Loan Program according to their Eligibility and Certification Approval Report (ECAR). An account should be set up with COD, which is a longer process. Taking the steps to prepare for the transition does not obligate an institution to participate in the Direct Loan Program, but it will ensure that the institutions will be ready and their students will not face any disruption in Direct Loan processing.

On September 30, 2009, United States District Judge William S. Duffey, Jr. of the Northern District of Georgia, issued an opinion in St. Andrews Presbyterian College v. The Southern Association of Colleges and Schools, that ruled that “accrediting agencies are to be afforded great deference in their interpretation of their substantive rules and these interpretations should be upheld unless ‘clearly erroneous.’” Judge Duffey goes on to state that “the weight of authority permits an accrediting agency such as SACS to maintain flexible standards to allow it to accredit a wide variety of institutions.”

St. Andrews Presbyterian College, a small institution in North Carolina, sued SACS in late 2007, arguing that it had “denied it common law due process” and that the agency had failed to follow its own procedures in withdrawing the College’s accreditation. SACS had placed the College on warning and probation prior to its 2007 decision to withdraw the College’s accreditation advising the College that it did not have a “sound financial base and demonstrated financial stability.” The College argued during the process that it had not been provided adequate notice of its compliance requirements calling them “vague.” SACS argued throughout the process that its standards that require an institution to demonstrate financial stability are not vague but are designed to deal with a “wide variety of institutions.”

The Judge ruled that that “SACS’ compliance requirements are not impermissibly unspecific,” but “provide sufficient notice to member institutions and thus do not violate common law due process standards.” Judge Duffey wrote that “The court will not act as a ‘super-accreditation’ body to evaluate whether SACS’ accreditation decision was right or wrong, or whether the court would have ultimately reached a different conclusion…The court necessarily concludes the process was fundamentally fair and that the college was allowed to present sufficiently complete information about its financial condition and operations.”

It was reported in Inside Higher Ed that St. Andrews Presbyterian College intends to appeal the case to the United States Court of Appeals for the Eleventh Circuit, in Atlanta.

On October 14, 2009, the House Subcommittee on Higher Education, Lifelong Learning, and Competitiveness held a hearing that examined how for-profit institutions administer and enforce student eligibility requirements for federal financial aid programs. The hearing was prompted as a result of the recent release of the Government Accountability Office’s (GAO) report titled, “Ensuring Student Eligibility Requirements for
Federal Aid,” which focused on student loan defaults rates at proprietary schools. The report described areas of fraud and abuse in ability-to-benefit testing and high school diploma requirements and linked these weaknesses to increases in default rates. The GAO recommended that more oversight was needed from the Department of Education to ensure that only eligible students receive federal student aid.

Witnesses included the following: George A. Scott, Director of Education, Workforce, and Income Security, Government Accountability Office; Robert Shireman, Deputy Undersecretary; Mary Mitchelson, Acting Inspector General; and Harris Miller, President and CEO, Career College Association.

Robert Shireman responded to the GAO report findings by indicating that the Department of Education is taking steps to monitor and track ATB testing and to work more closely with test publishers. Mr. Shireman noted that these issues “are complex and are not limited, as some have asserted, to for-profit postsecondary education.” He testified that “We intend to monitor postsecondary education institutions, paying particular attention to indicators such as: high dropout rates, heavy reliance on federal funds, students with high levels of debt or defaults, financial distress or difficulty managing the institution’s financial affairs, consumer complaints, and rapid growth.” Mr. Shireman also advised the Subcommittee that beginning in November, the Department will hold negotiated rulemaking sessions that will focus on a number of these issues, such as controls on those who have been decertified as test administrators, diploma mills, satisfactory academic progress, definition of a credit hour, relationship of cost to potential career earnings, and recruitment tactics.

Ms. Mitchelson urged the Department to address student eligibility problems associated with distance education programs in the upcoming negotiated rulemaking sessions. She pointed out that the potential for fraud in distance education results from the difficulty in ensuring that students are actually enrolled and engaged in academic activities.

Mr. Miller observed that “The good news is that we do not see evidence that fraud in ability-to-benefit tests or diploma mill use are widespread—nor does the GAO.” He also noted that to the extent there are admissions problems, these admissions problems occur in all sectors.

Sharon H. Bob, Ph.D.
Powers Pyles Sutter & Verville, P.C.
Washington, DC
Sharon.bob@ppsv.com

CAPPs’ STAR AWARDS

Supporters of the California Association of Private Postsecondary Schools (CAPPs) over a long period of time

Tireless in their efforts to promote our sector

Absolute in their dedication to their students

Role models for our sector’s leaders

The California Association of Private Postsecondary Schools (CAPPs) is pleased to announce that it has created a CAPPs Hall of Fame STAR Awards to honor its dedicated members. These STARs, who over the years have been so generous with their time and resources, have helped CAPPs grow into the leader that it is today. During the opening session of the CAPPs 25th Annual Conference on October 15, 2009, and before a crowd of over 300 attendees, five STARs were inducted into the CAPPs Hall of Fame.

COLLEEN BUFFINGTON
Career Networks Institute & Colleen O’Hara’s Beauty Academy

Colleen O’Hara Buffington is co-founder, with her husband Jim, of Career Networks Institute & Colleen O’Hara’s Beauty Academy. She possesses nearly 30 years experience in the Private Vocational School industry and has been a member of CAPPs for 20 years, serving as President in 2006. Dedicated to excellence, Colleen is currently working in the colleges and expanding operations to meet the demands of the students’ and employers’ needs. We applaud Colleen for her dedication to career education!

NORMA FORD
American Career College

Norma Ford has worked in the private career school sector for nearly 30 years, beginning her career at FAME in Florida and later relocating to Southern California where she worked as a non-attorney professional providing financial aid consulting. Later, her own consulting company provided similar guidance for career schools throughout California. Her involvement in CAPPs includes serving as a trainer for its financial aid workshops and as a Board member. She currently serves as Corporate Director of Financial Services and Regulatory Compliance for American Career College and West Coast University. Norma’s greatest professional accomplishment has been in providing a foundation of knowledge in the complex world of financial aid.

See “CAPPs’ STAR Awards”, page 19.
Being asked to come to the Federal Building was certainly an honor for the students. The students are looking forward to participating in the Alzheimer’s Association Memory Walk in August.

The students receive information while they are in clinic participating in “Volunteer to Serve Thursdays” on how to become involved and volunteer for the Massage Emergency Response Team (MERT) after graduating. MERT is a dedicated team of Volunteers that provide chair massage for Emergency workers such as Fire Men, Police Men – consider changing to something such as fire fighters and police officers and Red Cross workers in catastrophic events such as 9-11 or Hurricane Katrina.

The student’s response to “Volunteer to Serve Thursdays” has been phenomenal. Ceonica Scott, current Massage Therapy student, stated “I feel like a true professional providing this service to people who watch over our community’s safety.” Crystal Sain had already graduated when she returned to make the trip to the State Capitol. Crystal stated “This is our team lets show what we can do!”

When a person looks back on their time at any institution of higher learning you hope they do so with pride and the feeling of great accomplishment. Allied College, Maryland Heights, Missouri, has had tremendous support from the community in helping to instill this quality in the Massage Therapy Program Graduates.

**Allied College, Maryland Heights, Missouri, holds institutional accreditation by ABHES**

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Thank you all for the wonderful nominations you have sent to those you feel are deserving of the Richard L. Luebke Memorial Scholarship for Dick, a former colleague and friend to many, and a huge supporter of postsecondary, private education.

While nominations have closed and are being considered by the Scholarship Committee, donations are being accepted through January 1, 2010. A check or money order for the amount you wish to contribute made payable to ABHES, attention Carol Moneymaker, Executive Director. The notation “Scholarship Contribution” should be made on the check or money order.

The scholarship will be presented at ABHES’ National Conference on Allied Health Education taking place February 10–12, 2010, in Las Vegas, and the winner will receive complimentary conference registration and two nights’ hotel and airfare.

ABHES sincerely appreciates your participation in this event in memory of a wonderful man!

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The 7th Annual National Conference on Allied Health Education being held February 9-12, 2010, will be moving to the brand new ARIA Resort & Casino located in the long anticipated CityCenter complex on the Las Vegas Strip! For details visit www.abhes.org and click the Events tab on the homepage.
DEAN JOHNSTON
Santa Barbara Business College

Dean Johnston began his career in education as a teacher and was later president of two private colleges prior to his beginning his own school, Santa Barbara Business (SBB) College. Currently Dean serves on the Board of Trustees of Coleman College and Southwest Florida College and as a board member for AdVenture Interactive that provides marketing services to colleges. Dean was the 2007 recipient of the CCA Imagine America Foundation Pioneer Award and he has held several national and state leadership positions, most notably as a member of the CCA Board and as a commissioner of the Accrediting Commission of Independent Colleges and Schools, now ACICS. His service to CAPPs includes membership on its Board of Directors.

DICK NATHANSON
Formerly of Western Career College

Dick Nathanson is the past Chief Executive Officer of Western Career College (WCC). He graduated from the University of Southern California and worked as a high school business teacher for Los Angeles Unified before joining Sawyer Business College as a regional manager, later serving as president for National Education Corporation’s (NEC) Vocational Education Schools’ division. Nathanson helped NEC develop and grow as one of the first publicly traded for-profit education companies. In 1982, Dick and his wife, Bobbi, acquired a small Bryman school in Sacramento, later changing its name to WCC, and built the system into one of the most respected healthcare training colleges in California. Following the college’s sale in 2002, and despite retirement, Dick has remained a strong supporter of state and national associations providing a unified voice for the industry.

GARY YASUDA
Milan Institute

Gary Yasuda is President of 16 Milan Institute and Milan Institute of Cosmetology locations. He has approximately 25 years of school management experience guiding and developing career colleges across the Western US and Texas. Because his schools are accredited by three accrediting agencies (ACCET, COE, and NACCAS) and located in several different states, he is able to bring a broad and diverse perspective to private post-secondary education. Gary believes strongly that post-secondary education should be challenging, exciting and ultimately, lead to a new career for graduates. Gary is a former member of the Board of Directors of CAPPs (1994-1998) and currently serves as a Board Member of the Career Colleges & Schools of Texas (CCST) and cosmetology liaison.

Getting to Know Us
Commissioners

Chair: Guy Euliano (Executive Committee)
Elected Seat 6 – Commissioner at Large
Vice Chair: Michael Covone, RT(R), CT (Executive Committee)
Appointed Seat 2 – Educator in a Specialty Area
Secretary: Linda W. Swisher (Executive Committee)
Elected Seat 5 – Commissioner at Large
Member at Large: Michael Schafer (Executive Committee)
Elected Seat 1 – Academician in a Healthcare related area
Treasurer: Florence Tate (Executive Committee)
Appointed Seat 5 – Public Member

Jim Buffington
Elected Seat 3 – Ownership Representative
Terry Humphrey, C.S.T.
Appointed Seat 1 – Practitioner in a Specialty Area
Janet Jefford
Appointed Seat 3 – Commissioner at Large
Kevin L. Kirk
Elected Seat 2 – Administrator in a Healthcare related area
Randy Nikola
Elected Seat 4 – Ownership Representative
Sandra Yelverton
Appointed Seat 4 – Public Member

Staff
Carol A. Moneymaker, Executive Director
cmoneymaker@abhes.org
Christopher J. Eaton, Associate Executive Director
ceaton@abhes.org
Kelli Blocher
Accreditation Coordinator
kblocher@abhes.org
Eileen M. Brennan
Director of Accreditation Development
ebrennan@abhes.org
Judy Burke
Office Manager
jburke@abhes.org
Amy Rowe
Senior Accreditation Specialist
aro@abhes.org
Laura Tache
Accreditation Coordinator
ltache@abhes.org
India Y. Tips
Director of Accreditation Services
itips@abhes.org
Michael D. White
Director of Legal and Regulatory Affairs
mwhite@abhes.org

For additional information on commissioners and staff, visit www.abhes.org (About Us link).
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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>MONDAY, JANUARY 11</td>
<td>• First Travel Cycle Begins</td>
</tr>
<tr>
<td>MONDAY, JANUARY 18</td>
<td>• Martin Luther King, Jr. Day (Office Closed)</td>
</tr>
<tr>
<td>TUESDAY, FEBRUARY 9</td>
<td>• Initial &amp; Renewal Accreditation Workshop (Las Vegas, NV)</td>
</tr>
<tr>
<td>WEDNESDAY, FEBRUARY 10</td>
<td>• 7th National Conference on Allied Health Education</td>
</tr>
<tr>
<td></td>
<td>• Golf Tournament (7am to 2pm)</td>
</tr>
<tr>
<td></td>
<td>• Evaluator Training Workshop (8am to 12pm)</td>
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<tr>
<td></td>
<td>• Team Leader Workshop (1pm to 3:30pm)</td>
</tr>
<tr>
<td></td>
<td>• Revised Accreditation Manual Orientation (1pm to 3:30pm)</td>
</tr>
<tr>
<td></td>
<td>• Annual Membership Meeting (3:30pm to 5pm)</td>
</tr>
<tr>
<td></td>
<td>• Meet &amp; Greet Wine &amp; Cheese Reception with exhibitors (5pm to 7pm)</td>
</tr>
<tr>
<td>THURSDAY, FEBRUARY 11</td>
<td>• 7th National Conference on Allied Health Education</td>
</tr>
<tr>
<td></td>
<td>• Opening general session</td>
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<tr>
<td></td>
<td>• Breakout sessions</td>
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<tr>
<td></td>
<td>• Conference Reception</td>
</tr>
<tr>
<td>FRIDAY, FEBRUARY 12</td>
<td>• General Session</td>
</tr>
<tr>
<td></td>
<td>• Panel Discussions/Presentations</td>
</tr>
<tr>
<td></td>
<td>• Awards Ceremony</td>
</tr>
<tr>
<td>MONDAY, FEBRUARY 15</td>
<td>President’s Day (Office Closed)</td>
</tr>
<tr>
<td>MONDAY, MARCH 1</td>
<td>Self Evaluation Report Deadline (For initial programmatic applicants that met the October 2009 application for accreditation deadline)</td>
</tr>
<tr>
<td>FRIDAY – SUNDAY APRIL 16-18</td>
<td>Standards Review Committee Meeting (location TBD)</td>
</tr>
<tr>
<td>FRIDAY, MAY 7</td>
<td>• Self Evaluation Report (SER) Deadline (For renewal institutional &amp; programmatic applicants and initial institutional applicants that met the May 2010 application for accreditation deadline)</td>
</tr>
<tr>
<td>FRIDAY, MAY 14</td>
<td>• First Travel Cycle Ends</td>
</tr>
<tr>
<td>FRIDAY, MAY 31</td>
<td>• Memorial Day (Office Closed)</td>
</tr>
<tr>
<td>WED-THURS, JUNE 2-3</td>
<td>• Preliminary Review Committee Meeting, Falls Church, VA</td>
</tr>
<tr>
<td>MONDAY, JUNE 7</td>
<td>• Accreditation Workshop (prior to Career College Association (CCA) Convention)</td>
</tr>
<tr>
<td>TUESDAY, JUNE 8</td>
<td>• Evaluator Training Workshop, Las Vegas, NV</td>
</tr>
<tr>
<td></td>
<td>• Surgical Technology Evaluator Training</td>
</tr>
<tr>
<td></td>
<td>• Joint Accrediting Agency Reception (prior to CCA Convention)</td>
</tr>
<tr>
<td>WED-FRI, JUNE 9-11</td>
<td>• CCA Convention, Las Vegas, NV</td>
</tr>
<tr>
<td>SAT-MON, JUNE 26-28</td>
<td>• Commission Meeting (Location TBD)</td>
</tr>
<tr>
<td>MONDAY, JULY 5</td>
<td>• Observance of Independence Day (Office Closed)</td>
</tr>
<tr>
<td>MONDAY, JULY 26</td>
<td>• Second Travel Cycle Begins</td>
</tr>
<tr>
<td></td>
<td>• 2009-2010 Annual Report Posted</td>
</tr>
<tr>
<td>MONDAY, AUGUST 16</td>
<td>• Self Evaluation Report Deadline (For initial programmatic applicants that met the May 2010 application for accreditation deadline)</td>
</tr>
<tr>
<td>MONDAY, SEPTEMBER 6</td>
<td>• Labor Day (Office Closed)</td>
</tr>
<tr>
<td>FRIDAY, SEPTEMBER 24</td>
<td>• Accreditation Workshop (Chicago, IL)</td>
</tr>
<tr>
<td>FRIDAY, OCTOBER 8</td>
<td>• Second Travel Cycle Ends</td>
</tr>
<tr>
<td>MONDAY, OCTOBER 11</td>
<td>• Columbus Day (Office Closed)</td>
</tr>
<tr>
<td>WEDNESDAY, OCTOBER 13</td>
<td>• Accreditation Workshop (prior to CAPPS Convention)</td>
</tr>
<tr>
<td>OCTOBER 13-15</td>
<td>• California Association of Private Postsecondary Schools (CAPPS) Convention, Palm Springs, CA</td>
</tr>
<tr>
<td>SATURDAY – MONDAY OCTOBER 16-18</td>
<td>• Standards Review Committee Meeting (Location TBD)</td>
</tr>
<tr>
<td>FRIDAY, OCTOBER 29</td>
<td>• Completed Annual Report Due</td>
</tr>
<tr>
<td></td>
<td>• Initial Application for Accreditation Deadline</td>
</tr>
<tr>
<td>MON-TUES, NOVEMBER 1-2</td>
<td>Preliminary Review Committee Meeting (Falls Church, VA)</td>
</tr>
<tr>
<td>THURSDAY, NOVEMBER 11</td>
<td>• Veterans Day (Office Closed)</td>
</tr>
<tr>
<td>WEDNESDAY-THURSDAY, NOVEMBER 25-26</td>
<td>• Thanksgiving Holiday (Office Closed)</td>
</tr>
<tr>
<td>SATURDAY-MONDAY, DECEMBER 4-6</td>
<td>• Commission Meeting (Location TBD)</td>
</tr>
<tr>
<td>MONDAY, DECEMBER 6</td>
<td>• Self Evaluation Report (SER) Deadline (For renewal institutional &amp; programmatic applicants and initial institutional applicants that met the May 2010 application for accreditation deadline)</td>
</tr>
<tr>
<td>FRIDAY, DECEMBER 24-31</td>
<td>• Holiday Season (Office Closed)</td>
</tr>
</tbody>
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