I had the wonderful pleasure of welcoming you to the 9th annual ABHES conference in Las Vegas this year. As I mingled throughout the membership greeting familiar faces and welcoming new members and guests, I was struck by the fact that each year as I interact with the membership the conversation inevitably reverts to the same topics. Be it concerns, achievements, staffing, placement, etc. ...what affects one program or school, usually impacts the majority, as well. It doesn’t matter the size of the enrollment, where you are located or the diversity of the student population, we are bonded by homologous educational goals and issues.

This year, the Commission and staff have chosen to focus on “teamwork.” The talent, resources and commitment that each commissioner and staff member brings to the table is overwhelming. We have realized, very quickly, that the pooling of our talents and resources brings about creative, efficient and effective resolutions to almost anything that confronts us. We often divide up into teams to tackle some of our biggest challenges. We have found that teamwork is truly enjoyable, enlightening and a real growth experience. Rolling up our sleeves with colleagues and tackling challenges, sharing our experiences, suggesting solutions, working through issues and celebrating successes has brought us closer together and has made “work” a very rewarding experience.

I would like to suggest that you tap into the vast resources of your membership to assist you with the challenges of your programs and institutions. Reach out to your fellow members and learn how similar your concerns are and multiply your resources in achieving a resolution. Pick up the phone and renew friendships and contacts that you made during the conference. Don’t wait until next year to continue the discussions. A monthly call to share challenges and successes can be a very valuable and rewarding use of time. My hope is that the annual conference will always be an event that will stimulate each and every member to grow professionally, develop new opportunities, implement innovative ideas, and evaluate the quality and progress of the program or institution. “Don’t let what happened in Vegas stay in Vegas.”

Linda Swisher
ABHES Chair

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CELEBRATE ABHES’ 10TH ANNUAL CONFERENCE!

The 10th annual National Conference on Allied Health Education will be held February 13-15, 2013, at the Manchester Grand Hyatt in San Diego, California.

Our invited keynote is Major Dan Rooney, founder of the Folds of Honor Foundation. Major Rooney has received the White House’s Presidential Volunteer Service Award, the Air National Guard’s Distinguished Service Medal, the Ellis Island Medal of Honor, and The PGA of America’s Inaugural Patriot Award. He has also been recognized as one of People Magazine’s 2008 Heroes of the Year, and one of ABC World News Tonight’s Persons of the Year for 2008.

The conference will also feature a return appearance, Special Guest Speaker, Jody Urquhart, who is passionate about spreading the message of the importance of fun and meaningful work. She performs as a motivational keynote speaker throughout the country. Her mission is to help motivate company employees to derive more meaning and satisfaction from their work.

Break-out sessions will be plentiful and include something for everyone! Included in the conference program are sessions on current accreditation issues and standards, educating in health care, regulatory issues affecting postsecondary education, impact of public policy on allied health, and student outcomes.

Attention Golfers! Please join ABHES for its 6th annual *Golf Tournament at the Torrey Pines South Golf Course from 8:00 a.m. to 2:00 p.m. on Wednesday, February 13, 2013.

Not a golfer? ABHES has planned something for everyone! Start your morning on a good note…join us as we *Zumba® with Judy Quint on Wednesday and Thursday mornings just prior to the start of the conference events.

Explore Coronado! ABHES has organized its first-ever private guided **tour of Coronado starting at 9:00 a.m., on Wednesday, February 13, 2013. Guests enjoy the tales and tidbits of one hundred years of remarkable history…on Coronado Island!

REGISTER AT THE EARLY BIRD REGISTRATION FEE!

Early bird registration expires November 5, 2012, so don’t delay. To register, simply visit the ABHES website at www.abhes.org. Registrations for all events (conference, workshops, golf tournament) are to be completed online. All major U.S. credit cards (American Express, Visa, and Master) accepted. **Mark your calendar and please join us as we celebrate our 10th annual national conference in San Diego!**

*NOTE: There is a separate registration process and fee to participate in Zumba®, the Coronado tour, and/or golf tournament. Visit www.abhes.org for details. Registrations for these events must be completed by no later than 12:00 a.m., EST, on Thursday, January 10, 2013. Space is limited, so register today!*
A Word from the Executive Director

CAROL MONEYMAKER

As I write this, foliage is gaining color with cool temperatures arriving on the East coast signaling changes in store. Similarly, ABHES has set course on continuous and exciting changes and expansion.

First and foremost, I want to welcome those institutions and programs, listed on page 9, that successfully achieved initial accreditation by ABHES this year! The value of accreditation by ABHES, and the responsibilities that go with it, cannot be understated. I am confident that our new members will continue on the road of educational quality and excellence.

For all ABHES-accredited institutions and programs, an essential component of quality is maintaining currency with accreditation requirements. Please continually monitor the ABHES website (www.abhes.org) for important news, watch for regular alerts via email, and be sure to update ABHES on any changes within your institution or program. Too often we learn, sometimes too late, of a significant change made by an institution to such things as curriculum, advertising, or location that result in a severe accreditation action. If you are unsure of the necessity to report a change, ABHES staff is just a phone call away, ready and willing to assist.

Our commissioners and staff are truly a great group of professionals who are working diligently for your schools and, in turn, for your students. We are saddened that two seasoned commissioners have left the Commission, yet are very happy to have brought Effie Dubis to the Commission in March and, most recently, to welcome our newest commissioner, Christallia Starks. I am pleased to report that ABHES staff remains stable and vibrant. I hope that you all have an opportunity to interact on occasion with this highly professional and skilled group of people.

I trust that you will take time to read and enjoy this issue of The Advantage. I can say without hesitation, ABHES’ spirit and dedication to quality remains intact as we all face significant issues in postsecondary education, while exciting times in health care education lie ahead.

My best to each of you, and I look forward to seeing you in San Diego for the 10th annual National Conference on Allied Health Education!

Carol A. Moneymaker, Executive Director

ELIGIBILITY AMENDED: GRADUATES CREDENTIALING THROUGH THE AAMA

The Certifying Board of the American Association of Medical Assistants (AAMA) approved the following policy regarding new and withdrawn accreditation, effective January 1, 2013. This new policy affects credentialing through the AAMA (CMA/AAMA) of students attending and graduates of ABHES-accredited medical assisting programs.

PROGRAM ACCREDITATION STATUS

Any student who graduates from a CAAHEP or ABHES program that was accredited at any time during the student’s enrollment, or who graduated within the thirty-six (36) months prior to the program becoming CAAHEP or ABHES accredited, meets the eligibility requirement.

Please contact the AAMA at (800)228-2262 with any questions.
Chapter III. B.4. of the ABHES Accreditation Manual details the process for applying for your institution’s first distance education offering or expanding its existing distance education approval. To assist members with the process, below are some tips.

The Application for Distance Education Delivery is completed and submitted:

• the first-time distance education is added to a currently accredited institution or an institution holding programmatic accreditation; or,
• if there is a significant change* to format, method or provider of the delivery that was previously approved.

The significant change* noted above is not referring to the move from one Learning Management System (LMS) to another. Instead, it is referring to changes such as moving from live teleconferencing to online asynchronous classes; hiring a third-party provider to teach your online classes, when your institution had an in-house delivery approved; or, applying for a new program that constitutes the institution’s first full online offering.

The above requests for approval are considered substantive changes as described in the Accreditation Manual, Chapter III.B.2.(c) Approval of Substantive Change. Therefore, the applications will be reviewed at the staff level to determine whether the application is materially complete. If questions are raised, the institution may be required to submit additional information. Once complete, the application will be presented to the Substantive Change Committee at its next scheduled monthly meeting.

If the addition to your institution’s distance offerings falls under one of the following categories, then you will only need to complete an Application for Expansion of Distance Education Delivery:

• Any expansion of the previously approved type of distance education courses offered (i.e. general education courses, electives, core courses, laboratory-based courses, remote clinical/externship, or other similar major groupings). An example of this would be an institution with previously approved general education courses in its medical assisting program, expanding its distance delivery to core or remote laboratory offerings in the same program.

• The addition of distance education courses to a program not previously approved for distance education. This would include an institution offering previously approved general education classes online requesting to expand those offerings into its surgical technology program.

• The expansion of an approved blended program to one that is fully delivered via distance education (i.e. partially delivered via distance education to fully delivered via distance education)

Most applications can be reviewed in the eight-week time frame; however, when the application is not complete and the staff must request additional information, the application process is delayed.

Once approval has been granted, an institution may begin to advertise the distance education delivery method and enroll students. An on-site verification visit will be conducted by a distance education specialist within six months of approval to those applying for their initial distance education offerings. A significant expansion to an institution’s distance education offerings may require a remote or on-ground site visit by a distance education and program specialist.

For questions related to distance education, please contact Christy Baily-Byers at cbyers@abhes.org.

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**Is Your Institution Beginning or Expanding Distance Education Offerings?**

**Christy Baily-Byers**

**NBSTSA Launches New CST Practice Exam**

The National Board of Surgical Technology and Surgical Assisting (NBSTSA) launched a new Certified Surgical Technologist (CST) Practice Examination on August 20, 2012. Allow your students to discover how to match up to the content and difficulty of the NBSTSA CST National Examination by having them sign up to take the newly revised CST Practice Examination administered through AMP. The CST Practice Examination was developed using the same procedures as the actual CST examination. The CST Practice Examination is an excellent study tool for anyone and everyone interested in evaluating their knowledge related to the National CST Examination. The cost is $40. Visit www.nbstsa.org and click the Practice Examination link.
Suggestions to Improve Low Outcomes

By: Randall Nikola

School owners and administrators monitor student/graduate outcomes annually to report statistics to both their accrediting agencies and the U.S. Department of Education. Outcomes include: Retention (students who stay in school through the program); Graduation (students who successfully complete their schooling); Required Credentialing Exams (proof of graduate employability); and Placement (students who actually get jobs in their specialty field or related fields). These outcome percentages are watched all year long because the numbers are important indicators that tell the school how well they serve their student body and alumni.

So, when this statistical data changes, school administrators sit up and take notice. When the numbers are up, they congratulate their staff and tell prospective students how well the school is performing. However, when the numbers are below minimum acceptable benchmarks (less than 70%), it usually tells the school there is room for improvement. And, if those outcomes remain low for more than one reporting year (July 1st of one year to June 30th of the next year), it can affect the school’s accreditation status and could mean the difference between the school being able to offer Title IV student financial aid or not.

What is a school to do when faced with low outcomes? The following is a list of some suggestions schools can use to evaluate how well they are responding to improve low outcome percentages; whether they fall below acceptable minimum benchmarks or not:

1. Has student enrollment in any given program increased beyond your capacity to serve them?

Schools tend to get excited when enrollments increase, but sometimes they forget that student support staff needs to increase to assist students to succeed during their schooling, which in turn, keeps students from dropping out (retention) and if the school does its job correctly (graduation). The same applies to students who need a course to prepare them to take and, more importantly, pass their credentialing/licensing exams. And, of course, the need to increase career services staff to actively search for jobs for credentialed/licensed graduates (placement) is necessary to keep numbers up.

2. Has student enrollment in any given program increased beyond the capacity to employ them?

When schools add a new program, they perform a detailed market analysis to make sure the program is going to be profitable to them and jobs are available for graduates. Sometimes their market analysis focuses on national forecasts from the U.S. Bureau of Labor & Statistics for the coming years, but fails to create local models. They ask local employers questions like, “Have you hired someone in this profession in the past year?” or “Do you plan on hiring someone in this profession in the next year?” Questions to ask themselves include: “Are my competitors offering the same program?”, “How many graduates are my competitors sending out in the field each year?” and “Can the local market absorb my graduates in addition to theirs?”

These questions are not difficult to ask, but the answers are occasionally difficult to hear. And, as a result, schools rarely probe into these matters. When this happens, placement outcomes may suffer. Sometimes the only way to correct this market downturn is to limit or cap enrollment to exactly the number of graduates that were placed the previous year, or increase career services staff as mentioned above in question #1. If placement numbers are well below acceptable benchmarks, the school may want to look at temporarily ceasing enrollment until the market corrects itself. Occasionally when the market fails to correct itself or when placement numbers are embarrassingly low, drastic measures must be taken like discontinuing to offer a program until such time as the local market can support graduate employment in the field again.

3. What should a school do when its graduates do not sit for or they receive poor scores when they take credentialing/licensing exams?

Sometimes the vocation in question may have no local or state credentialing/licensing required. Regardless of the jurisdiction the school/campus resides in, graduates may move to an area that does have credentialing/licensing laws. So, it is always a safe bet to prepare students to take and pass these exams while the information is still fresh in their minds.

Several variables can negatively affect credentialing/licensing exam outcomes. It may be something as simple as graduates being unable to afford the exam fee. One solution for the school is to pay for the exam when students graduate on time. This actually solves two problems; graduates not taking the exam and on-time completion rates reported to the DOE (U.S. Department of Education). Another solution may be for the school to have a little faith in their graduates by shouldering the exam fees up front and allowing graduates to pay the interest free loan over a six-month period after they become employed.

Continued on page 6
Yet another solution is to share the burden of the exam fee with the graduate, or better yet add the expense to the overall cost of attendance on the front end.

If, however, the problem is low or failing scores on the credentialing/licensing exams, responsibility falls solely with the school. Either current students do not possess the capacity to pass the exams; wherein the school needs to raise admission criteria to an acceptable level, or the school’s curriculum is insufficient to prepare its’ graduates to pass the exams. Before revamping the program syllabi and lesson plans to a higher educational standard, the solution may be as easy as offering graduates a free exam preparation workshop and/or picking up the nominal cost of commercially available online practice exams.

**Conclusion**

Obviously, these are only some shared suggestions to help schools improve low outcomes. There may be other more pertinent issues involved and effective solutions that could work with the unique circumstances each school may face. The important thing to remember is to keep your options open by searching for creative solutions among your own staff, students, and advisory board members. Then, prioritize this list of possible solutions by probable workability, and use them immediately. Finally, don’t forget to ask your accrediting body representative what other schools are doing to solve the same issues.

Mr. Nikola has been a massage therapist, educator and author for more than 20 years. He owns Healing Mountain Massage School with two campuses in Utah. He currently serves as a commissioner (member of the Board of Trustees and Executive Committee member) in a volunteer capacity for the Accrediting Bureau of Health Education Schools (ABHES). Visit www.abhes.org to read additional, related articles written by Commissioner Nikola.
CREDENTIALING AGENCIES

NEWS FROM AMT

American Medical Technologists continues to work towards making the certification process easy and responsive to the needs of educators and students. Below are just a few of the improvements schools and applicants can expect:

• UNIVERSAL APPLICATION: To make the certification process even easier, AMT has introduced a new universal application for ALL certification specialties. The application can be downloaded under each section of the certification tab. Coming soon – online applications for a truly paperless process!

• PRACTICE EXAMS: AMT has introduced a brand new practice exam for medical assistants. This practice exam is online and is full-length to closely mimic the actual testing environment. For $30 ($25 for student members), applicants can test twice, each time with a new randomized set of questions. In addition, incorrect answers are given explanations and references to help the student re-learn the material. What a great confidence booster! Practice exams can be purchased directly online through the AMT Store.

Please note: bulk purchase discounts are available, call AMT for details.

• FREE WEBINAR: Schools and students now have access to a FREE webinar entitled “AMT Certification Process” that outlines the benefits of certification and details the steps students go through when applying for certification and sitting for the exam. AMT has scheduled two more live events this year (September 18 and October 18); however, an archived version can be shown to students at any time. Simply go to the AMT Store and click on “Webinars” under “Continuing Education.” While there, browse through the other webinars that might be of interest to your students.

• ONLINE STUDENT FORUM: A new student forum has been introduced that allows those interested in certification to network with each other. Teachers are welcome too! To sign on, click on the “Schools and Students” tab of the AMT website and then “Student Forum.”

• POSTERS: Brand new posters are available that highlight each certification specialty! Place them all around your campus to promote your programs. To view the options, go to the AMT website and click on the “Schools and Students” tab and then “School Resources.” Also available, a medical assistant task list poster.

• MEDICAL ASSISTANT WEEK: AMT is here to help you celebrate Medical Assistant (MA) Week, which is October 15-19, 2012. AMT has a promotional kit full of useful hints and suggestions on how students can go about planning for this week. Of course, lots of MA Week logo gear is also available; check out the resources under the “Meetings and Events” tab of the AMT website.

• FACEBOOK: AMT is on Facebook! Get social with AMT!

www.americanmedtech.org

AMERICAN MEDICAL ASSOCIATION:
VICTORY FOR CREDENTIALED MEDICAL ASSISTANTS IN CMS RULING

Quite an achievement was made recently in the medical assisting field with a final rule specifying the Stage 2 criteria that eligible professionals (EPs) must meet in order to enter medication orders into the computerized provider order entry (CPOE) system. Previously, only licensed health care professionals were allowed to perform this function. After considering multiple options, which included language allowing “anyone, including those commonly referred to as scribes” or “any licensed, certified, or appropriately credentialed health care professional” to enter orders, the Centers for Medicare and Medicaid Services (CMS) decided to use the more limited description of including credentialed medical assistants.

This decision impacts CMAs (AAMA) in a number of ways:

o By specifically mentioning credentialed medical assistants — as opposed to all medical assistants — in the high-profile EHR Incentive Program, the CMS provides a powerful argument against licensure as the only method of ensuring competence in health care professionals.
New Radiologic Technology Program Standards

In August, the Commission approved new program-specific standards for Radiologic Technology programs, effective January 1, 2013. These standards are applicable to any ABHES-accredited institution or applicant for accreditation offering a radiologic technology program. The new program-specific standards outlined in Chapter VIII of the Accreditation Manual, build upon Chapter V, Evaluation Standards Applicable to All Educational Programs; therefore, institutions must comply with all related standards.

The new standards culminate several years of consideration and work by specialists in the field of radiologic technology. While ABHES is not seeking to accredit radiologic technology on a programmatic basis, recent activities in the field have expedited the need for these standards.

The American Registry of Radiologic Technologists (ARRT) is the national certifying agency for radiologic technologists/radiographers and will only certify graduates of programs accredited by organizations recognized by the ARRT. ABHES is not recognized by the ARRT and in July 2011 the ARRT issued a moratorium on recognizing new accrediting agencies while it reviewed its approval process. The moratorium remains in place today. As such, the new radiography standards do not affect radiography program graduate credentialing. ABHES will be seeking ARRT recognition as an approved accrediting agency once the ARRT accreditation moratorium is lifted. As a reminder, ABHES is not a programmatic accreditor for radiologic technology.

As of January 1, 2015, the ARRT will permit only graduates who have earned an academic degree to sit for credentialing. Therefore, programs currently accredited or seeking inclusion under an ABHES institutional grant of accreditation are reminded the ARRT degree requirements will affect students enrolling on or after January 1, 2013. Immediate consideration of potential changes to areas such as curriculum, enrollment and admissions criteria, and catalogs and other promotional documents, as well as ABHES approval for any program changes is essential.

Because many ABHES-accredited institutions offering a radiologic technology program hold programmatic accreditation by the Joint Review Committee for Education in Radiologic Technology (JRCERT), ABHES believes it important to be consistent with the JRCERT requirements regarding faculty (i.e., faculty must hold earned bachelor’s degree); therefore, the ABHES requirement (VIII, RT.B.2.a.1. and 2. of the Accreditation Manual) that faculty members and clinical coordinators and supervisors possess a bachelor’s degree is effective January 1, 2018.

As noted previously, the new standards are effective January 1, 2013. Institutions are expected to comply with the new standards on or before January 1, 2013, with the exception of the faculty requirement as outlined above. Contact Tom Cornacchia at tcornacchia@abhes.org with any questions.

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- The switch from “credentialed healthcare professionals” — which the CMS deemed overly broad and generic — to “credentialed medical assistants” helps do away with the inaccurate view of medical assistants as general outpatient health care workers with no specific administrative or clinical training.

- In describing the knowledge and competence required to enter orders into the CPOE system, the CMS presents a case for why credentialed medical assistants are the only medical assistants who can be trusted to execute correct and accurate entry.

- The CMS explicitly states that medical assisting credentials “would have to be obtained from an organization other than the employing organization.” This adds weight to the importance of the CMA (AAMA) credential as a standard for well-trained allied health professionals.

All CMAs (AAMA) must have current status to use the credential, including for qualifying to enter orders for the Medicare and Medicaid EHR Incentive Program. Employers can verify employees’ CMA (AAMA) certification status by visiting the AAMA website at:


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Practitioners in Demand!

ABHES continues to request your help in securing program specialists in one of the three fields it accredits programmatically (medical assisting, medical laboratory technology, and surgical technology). Specifically, we are in need of individuals who meet the following definition to ensure a continued pool of qualified and trained individuals to serve on site visit teams:

Must be currently or recently directly engaged in a significant manner as a health-care related specialist in a field for which ABHES is recognized as a programmatic accreditor by the Secretary of the U.S. Department of Education.

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

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

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

Expense reimbursement and a daily honorarium are provided for service as a program specialist. Participating on an ABHES evaluation team is an invaluable experience!

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

Since January 1, 2012, ABHES has welcomed the following newly-accredited institutions and programs. Congratulations to each on your significant achievement!

**INITIAL INSTITUTIONAL GRANT**
- Cole Holland Training Center – Salt Lake City, UT
- Dialysis Training Institute, LLC – La Palma, CA
- East-West Healing Arts Institute – Madison, WI
- Institute for Massage Education – Kalamazoo, MI
- Standard Healthcare Services College of Nursing – Falls Church, VA

**INITIAL MEDICAL ASSISTING PROGRAMMATIC GRANT**
- Everest College – Fort Worth, TX
- Everest College – Santa Ana, CA
- Everest College – Torrance, CA
- Rasmussen College – Blaine, MN
- Rasmussen College – Mokena, IL
- Salter School– Fall River, MA
- Salter School– Malden, MA
- Salter School – New Bedford, MA
- Sanford-Brown College – Portland, OR

**INITIAL SURGICAL TECHNOLOGY PROGRAMMATIC GRANT**
- Brown Mackie College – Albuquerque, NM
- Brown Mackie College – Fenton, MO
- Brown Mackie College – San Antonio, TX
- Sanford-Brown College – Skokie, IL
New Commissioner Appointments

ABHES is pleased to welcome Effie Dubis and Christallia Starks to the Commission!

On March 13, 2012, Ms. Dubis was appointed to the position Elected Seat 2 - Administrator in a Healthcare related area. She is completing Dr. Kevin Kirk’s term, which expires June 30, 2015. Ms. Dubis comes to ABHES with a wealth of background in accreditation, having served as a team leader and subject specialist for many years on ABHES accreditation teams. She was also a member of the Preliminary Review Committee and former member of the Commissioner Nominating Committee.

Currently, Ms. Dubis serves on the ABHES Financial Review Committee and the Substantive Change Committee. She is director of financial affairs/operations at St. Louis College of Health Careers in St. Louis, Missouri, where she has been employed since 1989.

Ms. Dubis holds a Master of Health Administration from St. Louis University and a Bachelor of Science in Nursing and Associate Degree in Nursing from Mayville College, St. Louis, Missouri.

Ms. Starks joined the Commission on September 14, 2012, having been appointed to the position Elected Seat 1 - Academician in a Healthcare related area. Ms. Starks is completing Michael Schafer’s term, which expires June 30, 2013. A retired 20-year military officer, Ms. Starks serves as the director of the Department of Surgical Technology at Baptist Health System, School of Health Professions, in San Antonio, Texas. The school has held institutional accreditation with ABHES since 2004. Her educational background includes a Bachelor of Science in Nursing from the University of Maryland, Baltimore, Maryland, and a M.S.N. in Administration (major) and Education (minor) from the University of Texas Science Center at San Antonio.

Along with Ms. Starks’ numerous health-related affiliations, publications, and awards, she has an extensive background as a professional presenter in the field of surgical technology. In addition, she has served as textbook reviewer for various national publishing companies. Her work with ABHES includes service as an evaluator and as a member and, most recently, chair of the Programmatic Accreditation Committee for Surgical Technology.

Welcome, Effie and Christallia to the ABHES Commission!

ABHES Welcomes New Staff Member!

ABHES welcomed Jonathan Bridges as its Database Coordinator on June 25, 2012. Jonathan is a senior at Liberty University, Lynchburg, Virginia. He expects to graduate in fall 2013, with a Bachelor of Science degree in Computer Information Systems with a concentration in Application Development. Prior to joining ABHES, Jonathan served as a technical expert in a help-desk support role for a Baltimore, Maryland, company while pursuing his studies.

In addition to help-desk duties, Jonathan’s main function at ABHES is to coordinate the development of ABHES’ database and electronic accreditation management system. Jonathan is not only enthusiastic to be working at ABHES, but also is pleased to return to (Northern) Virginia, where he grew up and where he is again close to family. Somehow, Jonathan still finds time for his additional interests of traveling, playing golf, and fishing.
Pima Medical Institute’s Mortuary Science Program Brings Former President’s Coffin to Seattle

The replica coffin was displayed at Pima Medical Institute’s Seattle campus and local mall from January 4-7

By Beth Glick, Pima Medical Institute

Pima Medical Institute, Seattle, Washington, and their Mortuary Science program, hosted an authentic replica of President Abraham Lincoln’s coffin from Jan. 4 – 7, 2012, in honor of the Civil War’s 150th anniversary (1861 - 1865).

The coffin was displayed at Pima Medical Institute’s Northgate campus in Seattle on Jan. 4 and 5 before moving to the Northgate Mall’s JCPenny Court on Jan. 6 and 7.

Created by Batesville Casket Company, the coffin was authentically recreated based on the only known photograph from 1876 of President Lincoln lying in state. It is 6 feet, 6 inches long and is constructed of solid walnut, completely covered in black broadcloth with a white satin interior. The outside is adorned with silver-colored handles and silver tacks that extend the entire length of the coffin’s sides. Only two differences separate the original from the replica: the replica is not lined in lead and there is no silver plate with Lincoln’s name, birth and death dates affixed to the exterior.

“Pima Medical Institute’s Mortuary Science program was thrilled to host Lincoln’s coffin here in Seattle,” said Jack Norvell, Mortuary Science program director at Pima Medical Institute. “The coffin is an extraordinary piece of our nation’s history and is a wonderful way to inspire people to learn more about the funeral profession.”

Several hundred people came to visit the coffin over the four days it was on display. While viewing the coffin, visitors were able to speak with students from the Mortuary Science program who shared information about the program, what they have learned in class and about the passion they have for the profession.

“It was exciting to see something of historical value that is related to our field and I think the general public got a lot more out of it than they expected,” said Pima Medical Institute Mortuary Science student, Nikole Kelser, 27. “It makes this giant historical figure a little more real, a little more human. Seeing people’s reactions opened my eyes to think maybe they aren’t so scared of this profession.”

The new Mortuary Science program at Pima Medical Institute is a two-year associate degree program that prepares students for careers as funeral directors and embalmers. Students learn the skills needed to become compassionate, ethical funeral professionals with courses in microbiology, embalming, restorative art, the psychology of grief and more. They gain knowledge in the classroom and have the opportunity to get hands-on experience through internships and special events such as hosting the replica of Lincoln’s coffin before they even graduate.

“This was the first opportunity for us as students to step out of the class and represent ourselves to the community as part of the profession,” said Kesler. “It was a good learning experience about how to talk to people about the business side of what you do. I spoke with extreme respect for my future profession. It’s a calling.”

Pima Medical Institute, Seattle, Washington, has held institutional accreditation by ABHES since 1989.
Giving Back to the Community

George and LouAnn Reed have demonstrated to students at **Anthem College** Maryland Heights, Missouri, what it means to be community leaders. The Reeds are owners of Massage Envy in St. Louis, Missouri, and give back to the community by serving as professional mentors and volunteering every chance they get.

The Reeds donate gift certificates and free 12-month Massage Envy memberships to many charitable organizations. Their clinics have raised many thousands of dollars for Susan G. Komen research each year. Moreover, they organize an annual event to raise money for children’s hospital and they have made sure that kids in foster care have Christmas presents.

For years, they have actively served as advisory board members for several career colleges in the St. Louis Metro area, suggesting curriculum updates and helping in the classroom. The Reeds have served as guest lecturers and opened their three Massage Envy locations as field trip destinations. They have graciously conducted mock interviews with students to help prepare many for what may be the first interview of their lives. In addition, George has served as a most inspirational speaker at Commencement Ceremonies for Anthem College.

The Reeds opened their first Massage Envy Clinic in October 2005, followed by two additional openings that same year. They bring a wonderful dynamic to their clinics. George was very successful in the corporate business world prior opening the clinics, with his wife, LouAnn, a licensed massage therapist with nearly 20 years of experience. Their combination of talent is extraordinarily beneficial to graduates coming into the massage field.

The Reeds have hired approximately 158 graduates straight from massage schools similar to Anthem College and hired an additional 42 experienced massage therapists who have graduated from other career colleges. They have written letters on behalf of Anthem graduates and have spoken to legislators, even when that required travel. Many graduates have stayed long term, while others have benefitted from applying their skills and grasping an understanding of the massage business before branching out on their own.

Not long ago, I visited the Massage Envy Creve Coeur location. I was overjoyed as therapist after therapist came out and hugged me; six of the seven therapists there that evening were Anthem College graduates. The length of employment with Massage Envy ranged from a new graduate in her first week of employment to one that had been there almost five years. The Reeds not only support hiring our graduates as entry-level therapists, they also help develop them into long-term therapist in their field of study.

“We currently employ nearly 50 graduates from the massage therapy program at Anthem College and we are always impressed with the caliber of the graduates,” said LouAnn. “Anthem College does an impeccable job of getting them prepared for an exciting new career and they are a valued component at Massage Envy. Thank you Anthem College!”

**Anthem College, Maryland Heights, Missouri, has held institutional accreditation by ABHES since 1985.**

DEFaulT RATES PuBLiSHeD

The first official three-year student loan default rates were published on September 28, 2012.

Information on the national student loan default rate, as well as rates for individual schools, states, types of postsecondary institutions, and other sectors of the federal loan industry are available at www.fsadatacenter.ed.gov.
Celebrating 20 Years of Service to Others

Marian College has held institutional accreditation by ABHES since 1999.

As it celebrates its 20th anniversary, Marian College, Los Angeles, California, is bustling with meaningful activities. Students will compete to capture the essence of the institution’s 20 years of educational excellence in a design contest. The winning design will be printed on T-shirts to be worn as students serve lunch at the Los Angeles Union Rescue Mission for Homeless Individuals on Foundation Day.

Starting off humbly in a 280-square-foot classroom offering Nursing Assistant in February 1992, Marian College is now a two-campus vocational institution with a non-main campus in Van Nuys, California. As it spanned two decades, the college has changed the nursing landscape by fielding out nursing assistants and licensed vocational nurses who are competent, fully equipped with nursing skills, and exercising their duties and responsibilities to health care facilities in and around Los Angeles County. Graduates possess an impeccable work ethic where compassion, dedication and commitment are paramount.

Through the years, Marian College expanded its offerings: Vocational Nursing in 1997, Medical Assisting and Pharmacy Technician in 2002, and is presently concentrating its educational endeavors towards being an outstanding institution of nursing. Its current thrust is to become a degree-granting institution, starting off with an Associate Degree in Nursing. Founded on the three-fold professional motto of Excellence, Commitment and Service, its future remains brightly optimistic and the institution is firmly poised towards a greater contribution to the health care field.

Nursing Programs Rank in Arizona’s Top 3

The Arizona State Board of Nursing recently released its 2011 rankings of nursing programs from across the state and listed the campuses of Pima Medical Institute, in Tucson and Mesa as two of the best. According to the Board, the Program Outcome Index used to determine ranking is based on “on-time” graduation rates plus the first-time NCLEX pass rate within the calendar year. Based on the criteria, the Nursing program in Tucson claimed the number 2 spot, while the program in Mesa tied Arizona State University at number 3. University of Arizona’s nursing program grabbed the top spot, while programs from a community college and smaller state college rounded out the top five.

Pima Medical Institutes, Tucson, Arizona, with the non-main campus in Mesa, has held institutional accreditation by ABHES since 1982.

Student Volunteers Help Fire Victims

Students, graduates, and employees of Heritage College, Denver, Colorado, scrambled this summer to help victims of the devastating Colorado wildfires. Over 600 families lost their homes in the fires and the Heritage community was eager to lend a hand.

“We know nothing we do can replace what these people have lost,” said Heritage College Education Coordinator Linder Gendron, “...but if we can provide a needed tool, or clean shirt, or kibble for a displaced puppy, at least they’ll know we care.”

Heritage College students, employees and graduates held a fire-relief drive from July 7 through July 13, 2012. The event collected power tools, hand tools, nonperishable food, new clothing, and pet food for needy families in the aftermath of the disaster.

Heritage College, Denver, Colorado, has held institutional accreditation by ABHES since 2008.
Spotlight on Cengage Learning Solutions

ABHES highlights in its newsletter new and exciting initiatives from different publishing companies. This issue features new Cengage and Delmar technologies that may be of interest to ABHES-accredited institutions and programs.

Cengage Learning is a leading educational content, software and services company. The company’s products and services are designed to foster academic excellence and professional development, increase student engagement, improve learning outcomes and deliver authoritative information to people whenever and wherever they need it. Through the company’s unique position within both the library and academic markets, Cengage Learning is providing integrated learning solutions that bridge from the library to the classroom.

Delmar, part of Cengage Learning, is one of the most innovative forces in health care publishing today and is the fastest growing major publisher of health care products in the world. The company provides comprehensive health care training solutions for instructors, students and professionals spanning all health care professions. Delmar leads the industry in creative solutions and is advancing the standard of health education by delivering high-quality health care products using today’s most cutting-edge technology. Whether someone is looking to boost a career, augment curriculum, improve training courses or master new skills, Delmar’s health care solutions can help.

New Learning Technology from Cengage Learning and Delmar:

- **MindTap** - MindTap is a program of digital products and services that engages students through interactivity and offers instructors choice in content, platforms, devices and learning tools. Beyond an eBook, course delivery platform or Learning Management System, MindTap is the first in a new category of Personal Learning Experiences (PLEs). Additionally, MindTap is device agnostic, giving students access to their course materials anytime, anywhere – on their desktops, laptops, tablets or mobile phones.

- **Learning Lab** - Learning Lab is an outcomes-based online homework solution that allows students to practice the most difficult concepts associated with their Delmar textbooks or content in a simulated real-world environment. Developed to help improve program quality and retention, Learning Labs prepare students for their career by increasing comprehension and critical thinking skills.

- **Delmar Health Care** - Delmar Health Care is a one-stop-shop portal where all things healthcare reside. This includes products, supplements, search/browse capabilities, a community site, a media repository and numerous peer reviewed journals/articles, among other resources.

- **E-Medsys®** - Delmar teamed up with TriMed Technologies to provide the e-Medsys® Solution Suite - a solution to train students on state-of-the-art software used in medical practices - helping students to learn both front office and back office skills and procedures. The e-Medsys® Solution Suite is a fully integrated and fully online practice management (PM) system, electronic health records (EHR) system and patient portal and is used in thousands of medical offices across the country.

Cengage Learning’s curriculum solutions are built around the needs of today’s learners to provide a complete learning experience. Cengage Learning offers cutting edge technologies and authoritative content designed around learning outcomes that empower, connect and help the learner achieve success. The company’s innovative solutions are transforming learning from the classroom, to the library, for professionals and beyond.

In addition to Delmar, Cengage Learning’s other brands include Brooks/Cole, Course Technology, Gale, Heinle, National Geographic Learning, South-Western and Wadsworth, among others. The company is headquartered in Stamford, CT.

For more information on Cengage Learning please visit www.cengage.com.

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**Welcome Brooks!**

Amy Rowe, Assistant Director of Accreditation & Compliance, had a great reason for missing ABHES’ 9th annual conference -- she gave birth to her second child, Brooks Emerson Rowe, on February 17, 2012. Please join ABHES in again congratulating Amy and her husband Jamie on their beautiful son, and their daughter, Jillian, on her new baby brother!
Personal Trainers Volunteer with Special Olympics

Personal Trainer students from Heritage College, Wichita, Kansas, and also students from other Heritage academic programs demonstrated the school’s philosophy of community service this year by donating countless hours of their expertise to the Kansas State Special Olympics.

Students volunteered their time to organize and manage the Kansas State Special Olympic Games that took place on June 3, 2011, in Wichita at the campus of Wichita State University.

Events included power lifting, healthy athletes, swimming, tennis, and track & field events. Heritage students managed the participants, organized the individual events, refereed the races and games, and worked to ensure that all participants enjoyed their experience at the games.

“This was an amazing experience for everyone involved,” said Heritage College Personal Trainer Program Manager, Jason Zahradnik. “Not only did our students gain some valuable real-world knowledge, but it really opened their eyes to just how big of an impact they can have in a person’s life by working as a personal trainer.”

The volunteer efforts didn’t end after the Special Olympic Games were over. Heritage Personal Trainer students kept working with the athletes throughout the summer, coaching flag football and soccer teams through a full season.

“I wasn’t fully prepared,” said Zahradnik, “for the satisfaction of watching these kids achieve something. You can see their self-esteem grow. This summer I saw the best smiles of my life.”

Heritage College, Wichita, Kansas, has held institutional accreditation by ABHES since 2008.

Staying Alive! Responding to Low Placement Outcomes

All programs offered at schools accredited by ABHES are designed to lead to employment. Consequently, job placement - the percentage of graduates who go to work as a result of having completed a program - is perhaps the single most important indication of whether a program is worthy of accreditation.

Two ABHES Accreditation Standards address placement. Standard VI.3. provides that each program must demonstrate that graduates are employed. In addition, Standard VA.1. links placement and enrollment by requiring every program to demonstrate that program enrollment is justified. The subtext of this standard makes clear that a key component of justifying the number of enrollments is community demand for employment in the field.

Thus, in order for a program to meet standard VA.1. and show that it has not over enrolled it must show that its graduates go to work in the field. When graduates do not go to work in the field in sufficient numbers, then program enrollment is not justified and the program is in violation of VA.1. For many years ABHES has held that every program

Continued on page 15
Institutions and programs accredited by ABHES are reminded that important revisions to the Accreditation Manual were proposed, commented on, and approved by the Commission, to take effect January 1, 2013. Visit www.abhes.org/news to review Final Revisions to the Accreditation Manual.

The following revision is addressed in this article due to its possible effects on how your career services department and staff operates:

**VI.1. A program has an established documented plan for assessing its effectiveness as defined by specific outcomes.**

The Program Effectiveness Plan includes clearly stated:

d. job placement rate in the field

An institution has a system in place to assist with the successful initial employment of its graduates. The institution must verify the employment no earlier than 15 days after employment. At a minimum, an institution maintains the names of graduates, place of employment, job title, employer telephone numbers, and employment and verification dates. For any graduates identified as self-employed, an institution maintains evidence of employment. Documentation in the form of employer or graduate verification forms or other evidence of employment is retained.

The intent of this requirement is to ensure employment personnel make contact with the employer and/or graduate at approximately the two-week point following the graduate beginning his or her job. As part of placement reporting to ABHES, only those graduates verified as employed on or after 15 days from the date of employment may be counted and reported as placed on the Annual Report. Institutions must ensure the system used is documented for each graduate employed for review on ABHES announced and unannounced site visits.

Amanda Ludwa
Accreditation Coordinator

We congratulate Kelli Blocher, Accreditation Specialist, who recently earned a Master of Arts in Human Services with a specialization in Health and Wellness from Liberty University in Virginia. Kelli began her career with ABHES in 2007 as an Accreditation Coordinator. Kelli has since expanded her functions to include evaluator procurement and database management and oversees the annual conference exhibitor activities and serves as staff liaison to the Programmatic Accreditation Committee for Medical Assisting. Well done Kelli!

Congratulations to Holly Viar on her promotion to Executive Operations Coordinator, effective October 1, 2012! Holly joined ABHES as an administrative assistant in May 2010 and quickly became an integral part of the daily operations, both in and out of the office. Holly is always willing to assist other staff members and readily takes on more functional responsibilities.

Thank you, Holly, for the high level of service and reliability you provide to ABHES and its accredited institutions and programs!
ANNEBGERG SChool of NURSING VOTED TOPS BY READERS

For the second consecutive year in a row, Annenberg School of Nursing, Reseda, California, was voted the Best Nursing School by the readers of the Los Angeles Daily News. The Los Angeles Daily News is the second-largest circulating daily newspaper in Los Angeles, California. It is the flagship of the Los Angeles Newspaper Group, a branch of Colorado-based MediaNews Group.

Annenberg School of Nursing is affiliated with the Los Angeles Jewish Home which is the largest provider of long-term care for seniors in the state.

Offering full-time vocational nursing and nurse assistant programs, Annenberg School of Nursing began five years ago with a generous grant from the Annenberg Foundation and UniHealth Foundation. It has graduated over more than 70 Vocational Nursing students and 35 Nurse Assistant students.

Annenberg School of Nursing has held institutional accreditation by ABHEIS since 2010.

ABHEIS SChEDULE OF EVENETS — OCTOBER 2012 THROUGH JANUARY 2013
VISIT WWW.ABHEIS.ORG/EVENETS FOR ADDITIONAL EVENTS THROUGH 2014!

TUESDAY, OCTOBER 9, 2012
☞ Accreditation Workshop – 9am to 5pm (Pasadena, CA)

WEDNESDAY - FRIDAY, OCTOBER 10-12, 2012
☞ California Association of Private Postsecondary Schools (Capps) Annual Conference, Pasadena, CA

FRIDAY, OCTOBER 12, 2012
☞ 2011-2012 Annual Report Deadline

THURSDAY, NOVEMBER 1, 2012
☞ Self Evaluation Report (SER) Deadline
   (For renewal applicants)

*NEW SCHEDULE - SER due date for INITIAL Institutional applicants submitting application between August 2011 and January 2012:

INITIAL Programmatic applicants submitting application between February and July 2012

TUESDAY, OCTOBER 9, 2012
☞ Accreditation Workshop – 9am to 5pm (Pasadena, CA)

SATURDAY - SUNDAY, NOVEMBER 3-4, 2012
☞ Standards Review Committee Meeting (Philadelphia, PA)

MONDAY, NOVEMBER 12, 2012
☞ Veterans Day (Office Closed)

THURSDAY - FRIDAY, NOVEMBER 22-23, 2012
☞ Thanksgiving Holiday (Office Closed)

FRIDAY - SATURDAY, NOVEMBER 28-29, 2012
Appeal Hearings (Falls Church, VA)

THURSDAY - FRIDAY, NOVEMBER 29-30, 2012
☞ Annual Report Committee Meeting (Nashville, TN)

MONDAY - FRIDAY, DECEMBER 24-28, 2012
☞ Holiday Season (Office Closed)

TUESDAY, JANUARY 1, 2013
☞ New Year’s Day Observed (Office Closed)

SATURDAY, JANUARY 12, 2013
☞ Bylaws Committee Meeting (McLean, VA)

SUNDAY - TUESDAY, JANUARY 13-15, 2013
☞ Commission Meeting (McLean, VA)

MONDAY, JANUARY 21, 2013
☞ Martin Luther King, Jr. Day (Office Closed)

(Visit www.abhes.org for additional events through 2014)
What is the Status of The Litigation of the Program Integrity Rules?
(article written September 12, 2012)

Decision Reached by U.S. Court of Appeals on Portions of Program Integrity Rules

On June 5, 2012, the U.S. Court of Appeals for the District of Columbia Circuit vacated or remanded certain portions of the program integrity rules in Association of Private Sector Colleges and Universities v. Duncan. The Court of Appeals ruled on three provisions: incentive compensation; misrepresentation; and state authorization including distance education.

With regard to incentive compensation, the Court of Appeals ruled that the Department of Education did not exceed its authority by not permitting “salary adjustments” based upon success in securing enrollments or the award of financial aid. Nor did the Department exceed its authority in applying the incentive-based compensation prohibition to higher level employees. However, two aspects of the regulations were remanded for further explanation from the Department. On remand, the Department must better explain its decision to eliminate the safe harbor on graduation rates and it must address the comments that the new regulations might adversely affect diversity outreach.

With regard to misrepresentation, the Court of Appeals held that the rules exceed the Higher Education Act’s (HEA) limits in three aspects: by allowing the Secretary to take enforcement action against schools without any statutory procedural protections; by proscribing misrepresentations of subjects that are not covered by the HEA; and by proscribing statements that are confusing.

Finally, with respect to the state authorization requirements, the Court of Appeals upheld the regulations that required institutions to be authorized to operate in the State as to “land-based” schools and the State must have a complaint process for reviewing and acting upon student complaints. However, schools that offered distance-education programs were not given notice that would have required them to meet the requirements of every State from which they “operated.” The Court of Appeals upheld the District Court’s finding that the Department of Education had failed to provide adequate notice that “distance learning” schools must comply with the requirements of every State in which they “operated.”

The Court of Appeals decision is found at: http://www.cadc.uscourts.gov/internet/opinions.nsf/969CEC5FCB92F81685257A14004F3131/$file/11-5174-1377087.pdf

On July 27, 2012, the Department of Education issued further guidance on the program integrity regulations addressing State authorization. The Dear Colleague letter (GEN-12-13) provides additional guidance on complying with the State authorization rules, but does not make any changes to the regulations. In Question and Answer #7, the Department stated:

“The Court of Appeals upheld the requirements intended to give greater substance to the concept of State authorization by sustaining the need for an institution to be authorized by name by an appropriate State agency and affirming that this agency must have a process for reviewing and acting upon student complaints, as established in 600.9(a). The Court vacated on procedural grounds the requirement intended to clarify existing Department policy that State authorization extends to students receiving distance education in a State in which the institution is not physically located.”

As a result, institutions must comply with the provisions found in 600.9(a). The Department will not enforce the requirements of 600.9(c), although institutions continue to be responsible for complying with all State laws as they relate to distance education.”

The Dear Colleague letter is found at: http://www.ifap.ed.gov/dpcletters/GEN1213.html.

The Dear Colleague letter is strongly suggesting that institutions check with the states where they are offering distance education to determine whether there are any state laws that they should comply with. While the Department cannot enforce its rule, in many cases, the states are beginning to enforce rules that were never enforced before or they are changing their rules to require some kind of registration. An article in the August 7, 2012 The Chronicle of Higher Education points out that Maryland has passed a new law requiring all out-of-state colleges that enroll Maryland residents in distance education programs to register with the Maryland Higher Education Commission and pay a $1,000 registration
fee. Minnesota and other states are going after colleges that do not comply with their rules sending “cease and desist” letters to institutions that are not registered in the state. The article is found at: http://chronicle.com/article/States-Move-Ahead-With/133433/

Education Department Releases Gainful Employment Informational Data; But Judge Strikes Down Most of the GE Rules

On June 30, 2012, Judge Rudolph Contreras of the U.S. District Court for the District of Columbia vacated several provisions of the gainful employment regulations in Association of Private Career Colleges and Universities v. Arne Duncan, Secretary of Education and United States Department of Education. While the Judge stated that “[t]he gainful employment regulations are a reasonable interpretation of an ambiguous statutory command: that the Department provide Title IV funding only to schools that ‘prepare students for gainful employment in a recognized occupation,’” the Judge found that the loan repayment rate rule was “arbitrary and capricious” and vacated it because it was not the product of “reasoned decision-making.” As a result, the Judge vacated the majority of the related rules (the debt measures, the reporting rule, and the new program approval requirements) because he concluded that they were intertwined with the loan repayment rate rule. The Judge did not vacate the gainful employment disclosure requirements.

Here are the consequences of the decision:

- Gainful employment metrics: While the Judge concluded that the debt to earnings metrics were based on expert studies and industry practice, the Judge ruled that the repayment rate metric was arbitrary and capricious. Because the three metrics were intertwined, the Judge vacated all three of the metrics. Therefore, the three metrics do not exist and the FY 2011 Informational Gainful Employment metrics (see below) are irrelevant at the present time.

- Gainful employment reporting: Since the Judge vacated the debt measures of the gainful employment regulations, the Judge also concluded that he also must vacate the gainful employment reporting regulation as well. This regulation would have required institutions to report student-level data for FY 2012 to the Department of Education by October 1, 2012.

- New Program Approval Process: Since the Judge vacated the debt measures of the gainful employment regulations, the Judge also concluded that he also must vacate the regulation requiring institutions to use the gainful employment notification process for any new proposed gainful employment program and, if required, to wait for Department approval of the program. The existing notification and approval requirements are still in effect (i.e., adding new non-degree programs or any non-degree programs if provisionally certified).

- Gainful employment disclosures: Institutions must continue to provide their gainful employment disclosures, which should have been updated as of July 1, 2012 (SOC codes, on-time graduation rate for students who completed the program, tuition and fees, median loan debt for students who completed the program, and the placement rate, if required by accrediting agencies or state agencies.

On July 6, 2012, Gainful Employment Electronic Announcement #39 was released from the Department of Education to provide an overview of the U.S. District Court for the District of Columbia. The Electronic Announcement provided a status report of the various provisions of the gainful employment rules. The Department stated that the only provision left in place was the requirement to disclose certain information about each of the gainful employment programs. The Department also stated that it is in the process of reviewing the disclosure template to ensure that it complies with the Court’s decision and further information will be forthcoming. “Institutions are not required to update their disclosures until further information is provided later this month.”

The Department released the following statement, which was included in Electronic Announcement #39:

“The court clearly upheld the authority to regulate college career programs, but found that the Department had not provided enough explanation of its debt re-payment measure, so it has given the Department an opportunity to address that concern. We are reviewing our legal and policy options to move forward in a way that best protects students and taxpayers while advancing our national goal of helping more Americans get the skills they need to compete in the global economy.”


In late August, the Association of Private Sector Colleges and Universities (APSCU) filed a motion opposing the Department of Education’s motion filed on July 30, 2012, which attempted to modify Judge Rudolph Contreras’ of the U.S. District Court for the District of Columbia ruling that the Department’s threshold for
**College Receives Grant**

Students at Preferred College of Nursing, Los Angeles, California, will soon utilize numerous new pieces of equipment in their labs, thanks to a recent $3,000 grant from the Ovarian Cancer Coalition of Greater California (www.ovariancancercalifornia.com).

Last fall, students from PCN, represented the school in a marathon to support ovarian cancer awareness. One of the students, Kirk Enad, placed second. The organizers were so impressed with the participation of the students that to the surprise of the instructors and students, the organizers, the Ovarian Cancer Coalition of Greater California, led by Gayle McKenna, gave the school a cash grant of $3000. With the organization’s generous donation, the school was able to acquire a number of healthcare-related instruments, e.g., mannequins, visual aids, to help the students appreciate their lessons in a more realistic and practical approach.

The school was thrilled with these new additions and is in the process of assembling the mannequins and other equipment for immediate use. They will soon be integrated in the lesson plans and hopefully will contribute tremendously to the learning process of the students.

This grant would not have been possible without one of PCN’s instructors, Maria Relosa, who also serves as the school’s official community liaison. She was instrumental in encouraging the school to reach out and participate in meaningful and worthwhile causes like the Ovarian Cancer Awareness Marathon. The school welcomes and supports her ideas to advance PCN’s mission of developing students who are seeking a noble career in the healthcare field.

Since PCN’s students will become future nurses, all are encouraged to immerse themselves in medical awareness programs and many other honorable local causes and to contribute to society in any way they can to advance their personal and professional lives.

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**Status of Litigation, continued from page 20**

the loan repayment rate was arbitrary and capricious. The Judge had ruled that the Department could require institutions to disclose certain measures for their gainful employment programs, but could not use the metrics to determine a failing program nor could the Department require institutions to report information on their gainful employment programs. The Department had violated the Administrative Procedure Act (APA) because it established a 35 percent minimum threshold for the Loan Repayment Rate without any reasoned basis. The Court vacated the Loan Repayment Rate rule because it was arbitrary and capricious. Since the three metrics were intertwined, the Court ruled that the other two metrics were invalid.

The Department argued that institutions must provide some data to the Department in order to calculate some of the measures. For example, institutions must provide student data so that the Department could obtain earnings information from the Social Security Administration to determine the debt-to-earnings ratios. APSCU argued that the Department could instead provide instructions to institutions as to how to calculate the gainful employment data so that the institutions could calculate the measures to be disclosed. On August 22, 2012, the Department asked the Court to extend the deadline to file a reply brief.
must demonstrate a placement rate of at least 70%. A placement rate below 70% indicates that there are more graduates from that program than there is a community demand for them, which is a violation of V.A.1.

It is fundamental, of course, that accreditation requires compliance with every applicable standard. Whenever a program or institution is out of compliance with even a single standard, Section III.C requires ABHES to either withdraw accreditation or to take action to require compliance within a specific, limited time. Consequently, when an institution or program reports a placement rate below 70% as part of the Annual Report, ABHES must either withdraw accreditation or require the program to come into compliance.

For most programs reporting low placement the first step to recovery is an addendum to the Annual Report that details a plan to bring placement to the required level. ABHES reviews the plan, and if it appears likely that the low placement rate will be corrected within the allowable time frame, then ordinarily, ABHES will allow accreditation to continue and time for the plan to work. In the majority of these instances, placement achieves the required level as soon as the next reporting period. However, there have historically been cases where the proposed plan to improve placement was so inadequate that ABHES could not accept the plan and accreditation had to be withdrawn. There have also been instances where ABHES allowed time for a plan to work but later found that placement had not improved and accreditation then had to be withdrawn.

The cases where programs were not successful in correcting low placement are instructive. Every program currently facing low placement can learn from these failures, and what is learned can increase the probability of bringing placement up to the required level. Typically, programs respond to low placement with the same set of basic initiatives such as placing increased resources in career services, paying increased attention to preparing students for job interviews, and providing resume preparation. However, the cases where low placement was not corrected and eventually resulted in a withdrawal of accreditation show that one or both of two critical factors were left out of the planning: 1) They did not carefully evaluate and implement, where appropriate, limiting or reducing enrollment in consideration of the number of graduates that they had recently been successful in placing, and 2) They did not review and amend admissions requirements to assure that students enrolling in the program were actually motivated to go to work and possessed necessary prerequisite skills or attributes for successful employment.

The cases where low placement caused withdrawal of accreditation provide the following clear lesson for every program that is now reporting a low placement rate: It is critical to address both admissions practices and total enrollment in light of actual placement outcomes in any plan to raise placement to an acceptable level. Failure to conscientiously address these factors risks continued low placement and consequent loss of accreditation.
A Look Back at the 9th Annual National Conference on Allied Health Education
GETTING TO KNOW US:
The ABHES Commissioners and Staff

COMMISSIONERS
Executive Committee

Chair:
Dr. Linda W. Swisher
Elected Seat 7 – Commissioner at Large: Retired, Program Director, Sarasota County Technical Institute

Vice Chair:
Florence Tate
Appointed Seat 4 – Commissioner at Large: Former President, Potomac College, Washington, D.C.

Past Chair:
Guy Euliano
Elected Seat 6 – Elected Seat 6 – Commissioner at Large: Former President, Fortis Institute, Erie, Pennsylvania

Secretary:
Randy Nikola
Elected Seat 4 – Ownership Representative: President, Healing Mountain Massage School, Salt Lake City, Utah

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

Jim Buffington
Elected Seat 3 – Ownership Representative: President, Career Networks Institute, Costa Mesa, California

Effie Dubis
Elected Seat 2 – Administrator in a Healthcare related area: Director of Financial Affairs/Operations, St. Louis College of Health Careers, St. Louis, Missouri

Dr. Dolores Gioffre
Appointed Seat 3 – Distance Education Specialist: Former Dean of Business, Delaware Valley College, Doylestown, Pennsylvania

Dr. Nancy Houston
Appointed Seat 6 - Public Member: Retired, North Atlantic Treaty Organization (NATO), Norfolk, Virginia

Janet Jefford
Appointed Seat 2 - Baccalaureate Degree Representative: Director of Institutional Effectiveness, Goodwin College, East Hartford, Connecticut

Nancy Last
Elected Seat 5 - Educator in Specialty Area: Medical Assisting Program Director, Ameritech College, Draper, Utah

Christalla Starks
Elected Seat 1 - Academician in a Healthcare related area: Director of the Department of Surgical Technology, Baptist Health System, School of Health Professions, San Antonio, Texas

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