



ACCREDITING BUREAU OF HEALTH EDUCATION SCHOOLS  
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## Memorandum

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

FROM: Carol Moneymaker, Executive Director

DATE: December 7, 2012

SUBJECT: Reminder: Final Revisions to *Accreditation Manual* - Effective January 1, 2013

As a reminder, the Commission of the Accrediting Bureau of Health Education Schools (ABHES) approved final revisions to the 17<sup>th</sup> Edition of the *Accreditation Manual*, **effective January 1, 2013**. The new language follows and is **underlined** and deleted language is **~~struck~~**.

Also effective January 1, 2013, are new Radiologic Technology program-specific standards, approved by the Commission earlier this year following a series of public comment. These new standards can be found at [www.abhes.org/news](http://www.abhes.org/news), dated August 30, 2012.

The revised *Accreditation Manual* will be posted at [www.abhes.org/publications/accreditationmanual](http://www.abhes.org/publications/accreditationmanual) later this month.

Please contact me at [cmoneymaker@abhes.org](mailto:cmoneymaker@abhes.org) with any questions.

## **Chapter IV**

### ***IV.C.1. The Administrator demonstrates effective management capability.***

Each campus evidences that there is an on-site Administrator responsible for the management of operational effectiveness, adherence to the Standards of Accreditation and overall quality of curricular offerings.

The Administrator is:

- a. Responsible for the daily operation of an institution.
- b. Qualified to perform the duties of the position.
- c. Engaged in professional development activities **annually** that complements the operations of the institution.

#### **~~Subsection 4—Admission Practices~~**

### **~~*IV.E.4. An institution adheres to its admission policies and enrolls only students who can reasonably be expected to benefit from the instruction.*~~**

~~An admissions process exists to screen and evaluate each applicant's credentials before an applicant is notified of acceptance or rejection. A personal interview may be arranged at the discretion of the institution.~~

~~Admission requirements clearly state the basis for admission, including testing, advanced standing, experiential learning requirements, and transfer of credit. Remedial courses and refresher courses are not considered for credit. When accepting students, reasonable assurances are made that applicant qualifications and background are compatible with institutional and curricular objectives to ensure the likelihood of student success.~~

~~Applicants are beyond the age of compulsory institution attendance in the state in which the institution is located and can be reasonably expected to benefit from the training offered by the institution. Institutions that accept non-high school graduates (ability to benefit students) into their programs must meet the additional requirements of Appendix A, Enrollment of Ability to Benefit (“ATB”) students, with the exception of any program that is 300 clock hours or less.~~

~~The evidence of high school graduation or its equivalent is supplied to an institution within 30 days after the student's first class or lesson begins, and as permissible may be a signed attestation of graduation.~~

~~The information relative to ATB student admission is submitted prior to enrollment. Institutional admissions requirements meet the same 30-day requirement.~~

### **Subsection 45- Enrollment documents**

***IV.E.45.*** *An enrollment agreement and other enrollment documents fully and accurately provide required enrollment information that meets the requirements of Appendix D, Enrollment Agreements.*

The institution furnishes to an enrolling student upon registration a copy of the institution's enrollment agreement **and other enrollment documents** outlining the specifics of the applicant's chosen educational program including cost and other financial information.

**Unless otherwise contained in the enrollment agreement, each student must sign and date a separate statement confirming student receipt and review and institutional explanation of policies and procedures regarding (i) student cancellation of enrollment (ii) withdrawal, dismissal, or termination of students, (iii) notification and procedures for program termination, and (iv) refund policies.**

### **Subsection 56 – Catalog**

***IV.E.56.a.*** *An institution publishes an informative and accurate catalog and addenda, as applicable, that is in compliance with the requirements of Appendix C, Catalogs.*

A catalog serves as an official document of an institution and is professional in appearance and provides accurate information. A catalog is written in English, legible, organized, grammatically correct, and in compliance with applicable accreditation requirements and local and federal government laws and regulations.

Catalog addenda (inserts) may be used in accordance with the guidelines found in Appendix C, Catalogs, and reference the published volume of the catalog to which they apply. Institutions under the same ownership structure may use a common catalog; however, differences, when applicable, are denoted (e.g., faculty, programs).

***IV.E.56.b.*** *An institution provides a current catalog and addenda, as applicable, to each student upon enrollment.*

A catalog may be either bound or delivered electronically. A bound copy is available if requested by an applicant.

### **Subsection 67– Disclosure**

***IV.E.6.*** *An institution discloses in writing, prior to enrollment, any material circumstance that may adversely impact an applicant's ability to complete a program or gain employment*

*in the field for which they are trained (e.g. criminal record, credentialing requirements for employment).*

## **Chapter V**

### **SECTION B – Curriculum, Competencies, ~~Externship and Internal~~ Clinical Experiences**

*(See Glossary for definition of clinical experiences)*

**V.B.4.a.** *External clinical Externship experiences are available to serve the diverse needs of a program(s). (for applicable programs)*

Prior to initial assignment of students to an ~~externship~~/clinical experiences site, a documented evaluation by an individual with background in the discipline is made to ensure that a viable environment exists for an effective learning experience and provides an opportunity for students to demonstrate required competencies.

A program administrator maintains ~~current~~ signed clinical affiliation agreements for all active clinical sites experiences. at the time of externship.

**V.B.4.b.** *A program has clinical experiences ~~externship sites and/or Internal clinical experiences~~ to meet its goals and objectives.*

Clinical experiences ~~externship sites~~ are available for all enrolled students as they progress to that portion of the program. Students do not wait for ~~externships or clinical~~ sites and back-up sites are available to ensure that the educational process is continuous. If any clinical ~~externship~~ experience may occur beyond a customary and usual commuting distance to the location where the student receives the remainder of the program instruction, students are informed and agree in writing to the arrangement prior to enrollment. (see glossary for explanation)

**V.B.4.c.** *Supervision and evaluation of student performance is provided during the clinical ~~externship~~ experiences.*

An individual employed by the institution who meets the minimum qualifications of program faculty member is responsible for ensuring and documenting oversight and evaluation of students while on clinical ~~externship~~ experiences and is in regular contact with sites.

### **SECTION D – Student ~~Progress~~ Assessment**

#### **Subsection 1- Admissions**

**V.D.1. An institution adheres to its admission policies and enrolls only students who can reasonably be expected to benefit from the instruction.**

An admissions process exists to screen and evaluate each applicant's credentials before an applicant is notified of acceptance or rejection. A personal interview may be arranged at the discretion of the institution.

Admission requirements clearly state the basis for admission, including testing, advanced standing, experiential learning requirements, and transfer of credit. Remedial courses and refresher courses are not considered for credit. When accepting students, reasonable assurances are made that applicant qualifications and background are compatible with institutional and curricular objectives to ensure the likelihood of student success.

Applicants are beyond the age of compulsory institution attendance in the state in which the institution is located and can be reasonably expected to benefit from the training offered by the institution. Institutions that accept non-high school graduates (ability-to-benefit students) into their programs must meet the additional requirements of Appendix A, Enrollment of Ability-to-Benefit (“ATB”) students, with the exception of any program that is 300 clock hours or less.

The evidence of high school graduation or its equivalent is supplied to an institution within 30 days after the student's first class or lesson begins, and as permissible may be a signed attestation of graduation. The information relative to ATB student admission is submitted prior to enrollment. Institutional admissions requirements meet the same 30-day requirement.

*Important Note: Students who do not have a high school diploma or a recognized equivalent or have not completed a secondary school education in a home school setting that is treated as a home school or private school under State law will no longer be eligible for Title IV federal student assistance if enrolled in a program of study on or after July 1, 2012. Students will qualify for Title IV under one of the ability-to-benefit alternatives if the student was enrolled in an eligible program prior to July 1, 2012.*

#### **Subsection ~~1~~ 2– Scheduling and grading of examinations**

***V.D.~~1~~ 2.a.*** *Each student demonstrates the attainment of the required program competencies in order to successfully complete the program.*

Evaluations by instructors are provided at intervals throughout a program. These may be demonstrated through the use of completed competency checklists, faculty assessments and written or practicum examinations.

***V.D.~~1~~ 2.b.*** *Students are apprised of their academic status throughout a course through continuous evaluation and review of examination results with the instructor.*

Instructors grade examinations and evaluate other educational activities and review results with students.

#### **Subsection ~~2~~ 3– Student experience**

**V.D.23.a.** *The training environment exposes students to relevant work experiences in theory, clinical, and laboratory courses.*

Students experience a relevant and diverse training environment appropriate for exposure to work experience or employment. Training simulates the expectations of a work environment.

**V.D.23.b.** *Students are satisfied with the training and education services offered by an institution or program.*

### **Subsection 3 4—Advising**

**V.D.34.** *Students are provided academic progress reports and academic advising to meet their individual educational needs.*

Tutorial and other academic services are available to meet student needs. Students are made aware of these services.

## **SECTION E – Supervision and Faculty Program Management**

### **Subsection 1 – Supervision Program Administration**

**V.E.1.a.** *A program is supervised managed.*

~~A program provides for supervision of program faculty, program faculty training and development, and program faculty evaluation.~~

~~Each At a minimum, the main, and each non-main and satellite location provides for full-time, on-site oversight have on-site one or more individuals employed full-time responsible for each program which may be met through one or a combination of individuals satisfying the requirements set forth below. (e.g. Director of Education, Dean, Program Director) who collectively meet each of the following criteria:~~

**The individual(s) responsible for program oversight must meet the following requirements:**

- ~~i. A baccalaureate degree from an institution accredited by an agency recognized by the U.S. Secretary of Education; (MOVED BELOW to iii.)~~
- ii. Graduation from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) or an otherwise recognized training entity (e.g., hospital-based program) in the specialty field. Exceptions to this requirement must be justified through documentation of an individual's alternative experience or education in the field (e.g. completed course work, related professional certifications, documentation of expertise).; ~~AND~~
- iii. At least three years' teaching or occupational experience in the subject field.
- iii. A baccalaureate degree from an institution accredited by an agency recognized by the U.S. Secretary of Education.**

***V.E.1.b. The individual(s) ~~Program supervisors are~~ responsible for the organization, administration, ~~quality improvement periodic review, planning, and~~ development, evaluation and general effectiveness of the program and has experience in education methodology.***

~~The responsibilities of program supervisors include evidence of the following:~~

- ~~i. Evaluation and recommendation of resources to support the program~~
- ~~ii. Curriculum development and revision~~
- ~~iii. Selection, supervision, assignment and evaluation of faculty~~
- ~~iv. Assessment of facilities and equipment periodically in relation to current professional necessities and recommendation of modifications~~

**A program provides for management and oversight of the faculty, faculty training and development, and faculty evaluation. This individual holds a baccalaureate degree from an institution accredited by an agency recognized by the U.S. Secretary of Education (or by the Council on Higher Education Accreditation.)**

**Evidence of the following must be provided:**

- i. Recommendation of resources to support the program.**
- ii. Curriculum development and periodic revision based on learning science and current professional practices in the field of study.**
- iii. Selection, supervision, assignment and evaluation of faculty.**
- iv. Periodic assessment and recommendation for modification of facilities and equipment in relation to current professional practices in the field of study.**

***V.E.1.c. Program supervisors are provided time, resources, and opportunities for professional development.***

Professional development activities may include and are not limited to professional association seminars, industry conferences, profession-related meetings and workshops, and research and writing for profession-specific publications.

***V.E.5. Faculty is provided time, resources, and opportunities for professional development.***

Faculty are required to participate in professional growth activities annually beginning with their first year of employment and annually thereafter. Documentation **needs to demonstrate a combination** of professional growth activities **which** may include, but are not limited to, programs of continuing education, either for professional development or to maintain professional certification, membership and participation in professional organizations, participation in field- related workshops or seminars, and subscription to relevant periodicals or journals. Copies of certificates of attendance, current

licensure/certification(s), and any other professional growth documentation are maintained in each faculty member's file as required by Appendix E, Section B (Record Maintenance).

**V.I.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 and is required to verify the employment post-initial-employment-date 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 method of calculation, using the reporting period July 1 through June 30, is as follows:

$$(F + R)/(G-U)=P\%$$

F = Graduates placed in their field of training

R\* = Graduates placed in a *related* field of training

G = Total graduates

U\*\* = Graduates unavailable for placement

P% = Placement percentage

\*Related field refers to a position wherein the graduate's job functions are related to the skills and knowledge acquired through successful completion of the training program.

\*\*Unavailable is defined only as documented: health-related issues, military obligations, incarceration, continuing education status, or death.

**Important Note:** graduates pending required credentialing/licensure in a regulated profession required to work in the field and, thus, not employed or not working in a related field as defined above, should be reported through back-up information required in the Annual Report. This fact will then be taken into consideration if the program placement rate falls below expectations and an Action Plan is required by ABHES.

**e. credentialing examination participation rate**

~~Participation of program graduates in credentialing or licensure examinations required for employment in the field in the geographic area(s) where graduates are likely to seek employment,~~

If a license or credential is required (i) for employment within the geographic area served by the institution (e.g., state or other governmental agencies), or (ii) by the programmatic accrediting

**body, then the participation of program graduates in credentialing or licensure examinations is monitored and evaluated.**

The method of calculation, using ABHES' reporting period July 1 through June 30th, is as follows:

Examination participation rate =  $G / T$

T = Total graduates eligible to sit for examination

G = Total graduates taking examination

**f. credentialing examination pass rate**

~~An ongoing review of graduate success on credentialing and/or licensing examinations required for employment in the field in the geographic area(s) where graduates are likely to seek employment is performed to identify curricular areas in need of improvement. A program maintains documentation of such review and any pertinent curricular changes made as a result.~~

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

The method of calculation, using ABHES' reporting period July 1 through June 30th, is as follows:

$F / G = L\%$

F = Graduates passing examination (any attempt)

G = Total graduates taking examination

L% = Percentage of students passing examination

At a minimum, the names of all graduates by program, actual graduation date, and the credentialing or licensure exam for which they are required to sit for employment are maintained.

**g. ~~program~~ curriculum assessment**

~~The program assesses each student prior to graduation as an indicator of the program's quality. The assessment tool is designed to assess curricular quality and to measure overall achievement in the program, as a class, not as a measurement of an individual student's achievement or progress toward accomplishing the program's objectives and competencies (e.g., exit tool for graduation). Results of the assessment are not required to be reported to ABHES, but are considered in annual curriculum revision by such parties as the program supervisor, faculty, and the advisory board and are included in the Program Effectiveness Plan.~~

**Program effectiveness includes an assessment of the quality of the curriculum.**

Curriculum assessment uses a combination of tools which might include examinations, advisory board input, competency and skill outcomes, faculty review of resource materials, and graduate and employer surveys.

Results of the assessment are not required to be reported to ABHES, but are considered in annual curriculum revision by such parties as the program supervisor, faculty, and the advisory board. Changes adopted are included in the program.

h. surveys of students (classroom and clinical experiences), clinical extern affiliate, graduate and employer satisfaction with the program surveys

ii. Satisfaction Benchmarks

**Graduate:**

A program has a systematic plan for regularly surveying graduates, which determines if: (i) graduates have been informed of applicable credentialing requirements (ii) the classroom, laboratory, and clinical experiences prepared students for employment (iii) and (iii) graduates are satisfied with their educational training . At a minimum, an annual review of the results is conducted and shared with administration, faculty and advisory boards. Decisions and action plans are based upon the review of the surveys, and any changes made are documented (e.g., meeting minutes, memoranda).

**Employer:**

A program has a systematic plan for regularly surveying employers, which determines if: (i), information on whether the skill level of the employee is adequate , and (ii) if the employer would hire another graduate from the program.,. At a minimum, an annual review of the results is conducted and shared with administration, faculty and advisory boards. Decisions and action plans are based upon the review of the surveys and any changes made are documented (e.g., meeting minutes, memoranda).

## Chapter VI

**VI.B.2. *Faculty consists of qualified individuals.***

All instructors hold, at a minimum, a baccalaureate degree with academic preparation in the specific courses being taught. ~~Instructors of general education possesses a Bachelor's degree with education in specific courses being taught, with at least 15 credit hours in the subject area or demonstrates equivalent, relevant training or experience in the subject matter.~~ Instructors of general education must have at least 15 semester credit hours or equivalent in the subject area or demonstrates equivalent, relevant training or experience in the subject matter (applicable to new faculty hires or instructors teaching new general education subjects after January 1, 2012).

## **APPENDICES**

### **Appendix C – Catalogs**

17. Tuition breakdown, including registration fee, tuition, and any other fees charged for each program. Any other costs such as books, supplies, and any/all costs of equipment and materials required to complete the program must be listed ~~unless included in the tuition charges~~. Tuition payment plans, financial aid information and policies are listed (may be included as an insert).

### **Appendix D – Enrollment Agreements**

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

1. Title of agreement and date printed.
2. Name, address, and telephone number of the institution.
3. Program title.
4. ~~Clock hours, credit (quarter or semester) awarded upon completion of the program, including number of weeks and/or months required for completion and the number of hours per day and days per week for day and evening classes.~~

**Number of weeks or months typically required for completion and total clock hours if the program is a clock-hour program or total credit hours (quarter or semester) if the program is approved as a credit hour program.**

5. Credential (e.g., degree, diploma, certificate) awarded upon completion.
6. Program tuition **including registration fee and any other fees charged and** the tuition period that the agreement covers ~~and the length of such periods required for completion.~~
7. **Estimated** costs of ~~books, supplies,~~ **learning resources that are required and available if purchased through the institution** and any/all other costs of **on-site** equipment and materials required to complete the program. ~~unless included in the tuition charges.~~
8. Program **start date and anticipated** end date.
9. ~~Grounds and procedures for cancellation or termination of a program by an institution.~~
10. ~~Policies related to the withdrawal, dismissal, or termination of a student.~~
11. ~~Institution's cancellation and refund policies.~~

- ~~129.~~ Employment guarantee disclaimer.
- ~~1310.~~ Acknowledgement that a student has received and read the agreement.
- ~~1411.~~ Signatures of applicant, parent, or guardian, as applicable, **and** school **official administrator**, and date signed.
- ~~1512.~~ Signature of institution's administrator responsible for making admission determination (excludes admission representative) and date signed.
- ~~16. — Other items required by other oversight agencies or by an institution.~~

## Appendix E, Section B – Records Maintenance

4. Evidence of all degrees (**official or unofficial transcripts**), other education, and/or certifications

### **Glossary**

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

**Certificate- a document issued to evidence completion of/or graduation from an academic program, generally less than two years in length where a degree is not earned.**

**Degree-** Credential awarded for the successful completion of an academic program normally:

**At least two academic years in length for an Associate's Degree or Applied Science Degree**  
**At least four academic years in length for a Bachelors Degree.**

**Diploma-** A document issued to evidence completion of/**or graduation from** an academic program, generally less than two years in length and not providing a degree.

**Clinical Experiences** - A supervised practical experience that involves planned activities promoting the acquisition and demonstration of knowledge and skills by providing opportunities for the application of theory through assignments in a health care setting.

- i.) ~~Externship-~~ **External Clinical Experiences** – A field-based, **externship or** clinical experience accomplished through assignments in a health care setting such as a hospital, long-term care facility, clinic, community health agency, or other approved health care provider. A written agreement between the institution and the externship **or clinical** site includes specific learning objectives and evaluation criteria.

ii.) **Internal Clinical Experiences** – A campus-delivered clinical experience incorporating actual or simulated patient care.

**Teach-out Agreement- A legal contract between an ABHES-accredited institution or program and another institution that will provide the remainder of students' instruction in the event of a voluntary closing or withdrawal of accreditation (see III.A.7.i- ii and the Teach-out Approval Form posted at [www.abhes.org/forms](http://www.abhes.org/forms) for required components). Teach-out agreements submitted to ABHES for approval are unsigned draft agreements. Once the agreement has been approved, an executed draft must be submitted.**

**Teach-out Plan- A proposed plan to matriculate students in the event the institution or program ceases operation or accreditation is withdrawn (see II.A.7.i and the Teach-out Approval Form posted at [www.abhes.org/forms](http://www.abhes.org/forms) for required components). A school or program may propose a self teach-out plan.**