



## ABHES BULLETIN

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

From: India Y. Tips, Executive Director

Date: June 23, 2021

Subject: Final Revisions to the ABHES *Accreditation Manual* – Effective July 1, 2022

At its May 2021 meeting, the Commission of the Accrediting Bureau of Health Education Schools (ABHES), upon consideration of the comments received to its [March 12, 2021 Call for Comment](#), acted to adopt final revisions to the 18<sup>th</sup> Edition of the *Accreditation Manual*, **effective July 1, 2022**. The revisions relate mostly to Chapter II, Section B, Classification of Facilities, and new fees for Separate Education Centers (SECs) located beyond a reasonable and customary commuting distance (more than 50 miles or one-hour commute) of the main or non-main campus to which it is assigned. The final language is below. The new language is underlined, and deleted language ~~struck~~. **The revisions will be reflected in the new version of the *Accreditation Manual* to be published on July 1, 2022.**

Any application for an SEC located beyond a reasonable and customary commuting distance from the main or non-main campus to which it is assigned that is pending on June 30, 2021 or received on or after that date will be held to the new criteria. Currently approved SEC's will have one year, or until July 1, 2022, to demonstrate compliance with the new SEC criteria.

Any institution that wishes to reassign a currently approved SEC to another ABHES-accredited main or non-main campus under the same ownership or sponsorship may do so by notifying ABHES of its intention on or before August 1, 2021. Email notification to [info@abhes.org](mailto:info@abhes.org) is required. For institutions that provide such notification, current ABHES criteria will remain in place until the earlier of when ABHES receives notification from the institution that the reassignment is complete, or by July 1, 2023. The notification must include documentation that the reassignment has been approved, as applicable, by state approval agencies, institutional accrediting agencies and the U.S. Department of Education.

## CHAPTER II – ELIGIBILITY AND CLASSIFICATIONS

### SECTION B – Classifications of Facilities

The following definitions apply to facilities used by accredited institutions holding institutionally by ABHES institutional accreditation. The campus designation for an ABHES accredited program is determined by its institutional accreditor. Other regulatory bodies may have different designations.

Main campus and non-main campus designations apply to ABHES accredited institutions only. ABHES accredited programs may operate a portion of a program, not to exceed 50 percent, at a separate educational center.

~~Institutions holding programmatic accreditation are considered main campuses and may operate an approved separate educational center. It is important to note that other regulatory bodies may have different designations. Please note that an ABHES Annual Report is required to be completed by all main and non-main campuses. Students enrolled at separate educational center(s) are counted as students enrolled at either the main campus or non-main campus to which the separate educational center is assigned for purposes of compiling the Annual Report for ABHES and for computing its annual sustaining fee~~

#### Subsection 1 – Main campus

A main campus is an educational facility that is approved as such by ABHES and the state in which it is located to provide post-secondary educational programs and services. The main campus of an institution holds the accreditation for all of the facilities where education is offered. An institution's grant of accreditation includes its main campus, non-main campus(es), and separate educational center(s) as applicable. ~~A non-main campus has its educational offerings included in the grant of accreditation of the main campus. A separate educational center has its educational offerings included in the main or non-main campus to which it is assigned.~~

#### Subsection 2 – Non-main campus

A non-main campus is an educational facility that is approved as such by ABHES and is considered an Additional Location (see Glossary). A non-main campus meets the following requirements:

- a) It is ~~within~~under the same ownership as the accredited main campus.
- b) It offers at least one complete program leading to an occupational objective. It may be approved by ABHES to offer programs that are not offered at the main campus.
- c) It has documented legal authorization from the appropriate ~~state~~regulatory body(ies) in the state(s) where the non-main campus is located and operating/operates.
- d) ~~It is described~~ It shares a common catalog with the main campus which accurately describes the facility ~~is described~~ as a non-main campus in the catalog in a common catalog.
- e) ~~It uses the same name as the main campus.~~

### Subsection 3 – Separate educational center

A separate educational center is an educational facility that is approved as such by ABHES and is considered an extension of an ABHES approved main or non-main campus, or approved location of an ABHES accredited program. The separate educational center is also considered an *Additional Location* (See Glossary) when more than 50 percent of a program is offered at the facility.

A separate educational center ~~and~~ meets the following requirements:

~~a) The purpose of the facility is delivery of instruction.~~

~~b)a) It is within the same ownership as the main or non-main campus or the same sponsor of an ABHES accredited program to which it is assigned.~~

~~e)b) It has documented legal authorization to operate is licensed, approved, or otherwise exempted by the appropriate state regulatory body(ies) in the state where it is located and operates or is exempt from authorization or other applicable oversight body.~~

~~ϕ)c) It is described as a separate educational center in the catalog of the main or non-main campus. ~~not~~ within reasonable walking distance of the main or non-main campus. (If the educational center is within reasonable walking distance, it is considered a part of the main or non-main campus and is not recognized separately.)~~

~~e)d) The main or non-main campus ensures that all e) Educational and student services are provided and readily accessible to students attending classes at the separate educational center. Services must approximate the quality and scope of the same services provided to students at the main or non-main campus, or approved location of an ABHES accredited program.~~

Separate educational center(s) located beyond a reasonable and customary commuting distance (beyond 50 miles or more than one hour) from the main or non-main campus or ABHES accredited program must meet the following additional requirements:

a) Student records are ~~electronically and~~ readily accessible to the separate educational center and students.

b) Staff are assigned, available and responsive to the needs of the faculty, staff, students, and general administrative operations. Assigned staff are qualified to perform the duties of the position as prescribed by the institution and evidence training, experience, and/or education to fulfill their responsibilities and functions. If a faculty member is assigned to administrative responsibilities, care is taken not to overburden the faculty member.~~All administrative and enrollment services are delivered by the main or non-main campus.~~

c) May only offer a program that is substantively similar to a program offered at the main or non-main campus (not applicable to an ABHES accredited program). The majority of programs offered must be conducted at the main or non-main campus. (Note: Programmatic members may not offer a complete program of study at an approved Separate Educational Center.)

~~e)d) May only offer up to 50 percent of the number of total active programs offered at its assigned main or non-main campus (not applicable to an ABHES accredited program or ABHES accredited institutions offering only one program).~~

A facility with a different address from the main or non-main campus, or address of an ABHES accredited program that is located within a reasonable walking distance (normally within one mile) from that location

is considered part of the approved facility and is not a separate educational center. Institutions must notify ABHES in writing to seek inclusion of such a facility.

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

#### **Subsection 4 – Facility reporting requirements**

An ABHES Annual Report is required to be completed by all main and non-main campuses and ABHES accredited programs. Students attending separate educational center(s) are counted as students enrolled at either the main campus or non-main campus or ABHES accredited program to which the separate educational center is assigned.

For separate educational center(s) that are within a reasonable and customary commuting distance, program student outcomes (retention, placement, and credentialing rates, as applicable) will be aggregated on the Annual Report and included in the annual sustaining fee of the campus or location of the ABHES accredited program to which the SEC is assigned.

For separate educational center(s) that are beyond reasonable and customary commuting distance, program student outcomes will be disaggregated on the Annual Report and an additional annual sustaining fee will be assessed (See Appendix G).

# CHAPTER V – EVALUATION STANDARDS APPLICABLE TO ALL EDUCATIONAL PROGRAMS

## SECTION I – Student Achievement and Program Effectiveness

### Subsection 2 – Program Effectiveness Plan (PEP) content

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

While each program must represent each element required below, the plan may be a comprehensive one which collectively represents all programs within the institution or may be individual plans for each distinct program.

A plan should contain a cover page and identify the program objectives, which must be consistent with all other documents describing the program.

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

The Program Effectiveness Plan clearly describes the following elements:

#### **a. program retention rate**

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

#### **b. credentialing examination participation rate**

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

#### **c. credentialing examination pass rate**

The credentialing examination pass rate for the previous two years and the current year is identified which is determined by using the ABHES required method of calculation for the reporting period July 1 through

June 30. Based upon these rates, the institution must conduct an analysis of the data to identify any trends, including those related to the student population (characteristics/demographics) and other applicable factors; and based upon the analysis, identify its credentialing pass rate goal for the next reporting year and the factors considered in determining such a goal and the activities undertaken to meet the goal. If any portion of a program is offered at a Separate Educational Center that is beyond a reasonable and commuting distance, the PEP includes an assessment of the disaggregated credentialing examination pass rate.

**d. job placement rate**

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

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

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

**f. delivery method assessment**

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

**g. curriculum assessment**

An assessment of the curriculum that uses the tools which might include examinations, advisory board input, competency and skill outcomes, faculty review of resource materials, and graduate and employer surveys.

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

## APPENDIX C CATALOGS

The following items are to be incorporated:

1. Name, full address, ~~and~~ telephone number, and facility designation (main campus, non-main campus, separate educational center) for all locations covered by the catalog.

## APPENDIX G FEES

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Institutions operating a Separate Educational Center that is located beyond a reasonable and customary commuting distance from the main or non-main campus to which it is assigned will be assessed an additional sustaining fee based upon the number of students in attendance at that facility within the ABHES reporting period of July 1 to June 30.

### Number of Students in Attendance

Group I	1	-	75	\$ 1,500
Group II	76	-	200	3,200
Group III	201	-	300	4,000
Group IV	301	-	500	5,500
Group V	501	-	750	6,500
Group VI	751	-	900	7,500
Group VII	901	-	1200	8,500
Group VIII	1201	-	2500	9,500
Group IX	2501	-	3500	10,500
Group X	3501	-	4500	11,500
Group XI	4501	-	6000	12,500
Group XII	6001	-	and up	14,000