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MEMORANDUM

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

From: Carol Moneymaker, Executive Director

Date: March 11, 2010

Subject: Commission Actions

The Accrediting Bureau of Health Education Schools (ABHES) recently took a number of actions as described below. These actions are separated by final revisions to accreditation requirements (those affecting accreditation standards distributed for comment in January) and glossary definitions, and a request for comment on proposed revisions to accreditation standards. Comments on the proposals are due **April 15, 2010**.

Final revisions to accreditation standards and Glossary of Definitions (Attachments 1-4) apply to the *Accreditation Manual*, 16th Edition, and are effective July 1, 2010.

The effective date of proposed changes (Attachment 5), if and when approved, will be determined by the Commission at a later date.

All final and proposed revisions are in **red**.

Final Revisions

Chapter VI – Degree Program Standards…… Attachment 1
Chapter VII – Programmatic Evaluation Standards (Surgical Technology) …… Attachment 2
Chapter VIII - Pharmacy Technician Program Requirements and Standards…… Attachment 3
Glossary of Definitions ……... Attachment 4

Proposed Revisions (Comments due **April 15, 2010**)

Distance Education, Appendix H…… Attachment 5

We look forward to your comments. Contact me directly at cmoneymaker@abhes.org or 866.463.0771 with any questions.

Attachments

Attachment 1

CHAPTER VI
DEGREE PROGRAM STANDARDS

The Accrediting Bureau of Health Education Schools is recognized by the U.S. Secretary of Education to accredit occupational science, applied science, and academic associate degrees. These degree programs must comply with all policies, procedures, and standards described throughout the *Accreditation Manual*, including the general evaluation standards (Chapter IV), applicable program standards (Chapters VI-VIII), and appendices. This chapter contains additional specific requirements for degree programs.

Degree programs represent a significant additional educational commitment by the institution. The purpose of this chapter is to ensure that institutions offering degree programs have the ability to meet this educational commitment and that they only award degrees to eligible students who, within ~~an appropriate~~ **the required** time frame, complete program requirements.

Degree programs are normally measured in credit hours (quarter or semester) and accrediting standards pertaining to credits hours apply.

SECTION A – Occupational and Applied Science Degrees

An Associate of Occupational Science (AOS), Associate of Applied Science (AAS), or another ~~appropriate~~ title as designated or permitted by state law or regulations may be awarded to students who complete an occupational program that provides preparation for entry-level employment in a specific occupational field.

Catalogs and other promotional materials used for an AOS degree clearly state the purpose of the program and clarify that an AOS degree is a terminal occupational degree and the academic credits earned may or may not be transferable to another higher-level degree program.

An AAS may be awarded to students who complete an educational program that provides preparation for entry-level employment in a specific field as well as skills and knowledge that permit advancement in the field. AAS degrees include a significant component of general education courses. Institutions offering AAS degrees are encouraged to pursue articulation agreements with other institutions of postsecondary education to provide opportunities for academic mobility. Institutions offering an AOS or AAS degree must disclose in catalogs and other promotional materials that transferability of credits to other institutions is at the discretion of the receiving institution and that the institution makes no guarantees of transferability.

Subsection 1 – Basic Requirements

VI.A.1. ***All courses and experiences are clearly postsecondary in nature and emphasize both the achievement of vocational/occupational objectives and applied general education.~~are occupational in content and objective.~~***

Instructional methodology, texts, supplementary materials, and technology shall support the technical courses designed to assist students in the application of skills in the workplace.

Subsection 2 – Faculty

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

Instructors of occupational courses possess the following:

a. Current licenses, certifications, or other designations as required by local, state, or federal laws to work in the field;
b. Graduation from a program in the field in which they teach, accredited by an agency recognized by the U.S. Secretary of Education, the Council for Higher Education Accreditation, or an otherwise recognized training entity (e.g., hospital-based program) in the specialty field; and
c.. A minimum of three years of occupational experience in the subject field or in a closely related field; or
d. A minimum of four years of job-related training and experience for those instructors who are not graduates from a program in the field in which they teach.

Instructors of general education possess a baccalaureate degree with education in specific courses being taught.

In addition, all instructors must demonstrate strength in instructional methodology, delivery, and techniques as evidenced by evaluation by a program supervisor or director of education within 30 days of beginning instruction.

~~**The selection of faculty is not influenced by race, color, creed, national origin, gender, disability, or age.**~~

Subsection 3 – Learning Resources

VI.A.3. ~~***Adequate and appropriate***~~ ***Learning resources exist to complement the degree program(s).***

~~In addition to the requirements found in Chapter IV.H.2.c., the following are required:~~

~~a. Staff assigned to assist students and monitor activity;~~
~~b. A budget that supports programs offered and student enrollment; and~~
~~c. Learning resources that reflect a degree-granting institution.~~

Reference, research, and information resources must be made avaialbe to enhance, augment, and support all the degree-level curricular and educational offerings.

Subsection 4 – Curriculum

VI.A.4.a. ***A program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational and general education courses.***

Associate of Occupational Science requires:

a. 60 semester hours, 90 quarter hours, or its recognized clock hour equivalent in total content (normally two academic years);
b. 45 semester hours, 67.5 quarter hours, or its recognized clock hour equivalent in the occupational area for which the degree is awarded; and
c. 9 semester hours, 13.5 quarter hours, or its recognized clock hour equivalent in general education or applied general education courses.

Associate of Applied Science requires:

a. 60 semester hours, 90 quarter hours, or its recognized clock hour equivalent in total content (normally two academic years);
b. 30 semester hours, 45 quarter hours, or its recognized clock hour equivalent in the occupational area for which the degree is awarded; and
c. 15 semester hours, 22.5 quarter hours, or its recognized clock hour equivalent in general education courses.

See Chapter ~~IV.G.2.~~ for conversion methodology in calculating and awarding academic credit.

VI.A.4.b. The primary purpose of occupational degree programs is technical in nature with courses focused on the attainment of necessary skills to enter a chosen employment field.

Occupational courses must be directly related to the occupational area for which a degree is awarded and emphasize achievement of occupational objectives.

General education courses develop basic essential knowledge, skills, and abilities for continued learning and career development. These courses are distributed from offerings in the humanities, social sciences, or natural sciences. Courses in communications, mathematics, humanities, social sciences, and the arts are examples of courses in general education.

Applied general education courses directly apply to a specific occupation (e.g., technology, medication math, psychology for health professionals, and business math) and also satisfy general education requirements. Both "general education" and "applied general education" courses satisfy the general education requirements.

An institution may enter into a formal written articulation agreement with another institution to provide its general education requirements. Such an institution must be accredited by an agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA).

An institution may accept transfer credit for subjects or courses completed at another accredited institution. However, 25 percent or more of required program credits are completed at the institution awarding the degree.

Subsection 5- Advertising

VI.A.5. ~~Appropriate Accurate advertising is used for degree program(s).~~Advertising and promotional materials contain clear and provable statements.

Advertising, promotional materials, and literature accurately state the vocational nature of the degree.

SECTION B – Academic Associate Degrees

Academic associate degree programs may include Associate of Art and Associate of Science degree programs or any other associate degree program that meets the requirements of this section.

Subsection 1 – Basic Requirements

VI.B.1. Courses and experiences are clearly postsecondary in nature collegiate level and emphasize both the achievement of vocational objectives and general education.

~~The instructional content of courses is appropriate for degree credit. Remedial courses and refresher courses are not considered for credit.~~

The advanced level instructional content of courses meets degree credit. Remedial courses and refresher courses are not considered for credit. Courses within the occupational professional area of concentration shall not be classified general education courses.

General education courses shall emphasize principles and theory, give balance to the total program and complement the occupational program and needs of the students.

Subsection 2 – Faculty

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

All instructors hold, at a minimum, a baccalaureate degree with ~~appropriate education~~ **academic preparation** in the specific courses being taught.

Additionally, instructors of occupational courses possess the following:

a. graduation from a program in the field in which they teach accredited by an agency recognized by the U.S. Secretary of Education or the Council on Higher Education Accreditation; and
b. a minimum of three years of occupational experience in the subject field or in a closely related field.

Exceptions to the baccalaureate degree requirement may be justified for instructors teaching technical or vocational subjects in fields in which baccalaureate degrees are not generally available. An institution must be able to justify the assignment of any instructor who does not hold a baccalaureate degree in the assigned teaching field.

At least 50 percent of courses offered in the degree program must be taught by faculty possessing a baccalaureate degree or higher. Further, at least 50 percent of general education courses must be taught by faculty possessing a master's degree or higher. In all cases, the degree must be from an institution accredited by an agency recognized by the U.S. Secretary of Education or the Council on Higher Education Accreditation.

~~**The selection of faculty is not influenced by race, color, creed, national origin, gender, disability, or age. Update**~~

Subsection 3 – Learning Resources

VI.B.3.a ~~Adequate and appropriate~~ Library resources exist to complement the program(s).

~~The library collection is reflective of a degree-granting institution~~ **An institution has in place learning resources beyond that required for non-degree granting institutions that include (1) staff charged with assisting students and monitoring library activity, (2) a budget, and (3) holdings that reflect a degree-granting institution** and includes holdings in humanities, arts, sciences, and social sciences to support the general education component of educational programs. Research information is available to support programs and to enhance student learning.

~~An institution has~~ Learning resources ~~that~~ are accessible to all students during and beyond classroom hours. These learning resource materials are current and relevant to program offerings and student population. Such resources include standard reference texts, **current** periodicals, **professional journals** and multi-media materials. **A trained and k**nowledgeable staff is available to **oversee and maintain the resources and to**

assist students in the use of the technologies and resources provided. Students are made aware of resources available, including location, hours of operation, staff responsible, and materials.

In evaluating the use of learning resources by students, consideration is given to accessibility and to methods used by faculty to **inspire, motivate,** encourage**, and direct** the use of these resources by students. Current inventory records are maintained.

Learning resource materials may be provided through hard copy reference materials and/or full-text virtual libraries. Exclusive reliance upon virtual libraries will be deemed adequate only upon demonstration that these resources meet ABHES requirements and that all students, faculty, and relevant personnel have been trained in use of the library and that adequate learning resources are available to support each program offered by an institution. Interlibrary agreements may supplement but not replace these resources.

~~An institution has in place learning resources beyond that required for non-degree granting institutions that include (1) staff charged with assisting students and monitoring library activity, (2) a budget, and (3) holdings that reflect a degree-granting institution.~~

VI.B.3.b. ***An individual with ~~appropriate~~ professional academic education and experience ~~and education~~ supervises an institution's library.***

A professionally trained librarian **who holds a minimum of a bachelor's degree in library or information science or comparable program or state certification to work as a librarian** must supervise and manage library and instructional resources, facilitate their integration into all phases of an institution's curricular and educational offerings, and assist students in their use. ~~A professionally trained librarian is one who holds a baccalaureate or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable~~. Librarians must participate in documented professional growth activities.

During scheduled library hours, there must be a trained individual on duty to supervise the library and to assist students with library functions. This individual must be competent both to use and to aid in the use of the technologies and resources available in the library.

Subsection 4 – Student Services

VI.B.4. ***Institutions offering degree programs provide comprehensive student services ~~appropriate~~ to support the ~~number of~~ programs offered and the size and characteristics of the student body.***

Services provided to students include admissions and orientation, financial assistance, academic advising, and employment assistance. An institution designates qualified individuals to oversee these respective areas and provides such services during regularly scheduled hours to accommodate student schedules. Students are advised of the services available and use is encouraged.

Services are coordinated by an individual with professional educational qualifications. These services encompass relevant coping skills (e.g., life skills, career development skills, budget and personal financial planning skills), and general development appropriate to higher education students.

Subsection 5 – Advertising of Degree Programs

VI.B.5. ***~~Appropriate advertising is used for degree program(s).~~ Advertising and promotional materials contain clear and provable statements.***

Advertising, promotional materials, and literature accurately state the academic nature of the degree.

Subsection 6 – Curriculum

VI.B.6.a. ***The program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational and general education courses:***

a. 60 semester hours, 90 quarter hours, or its recognized clock hour equivalent in total content (normally two academic years);
b. 30 semester hours, 45 quarter hours, or its recognized clock hour equivalent in the occupational area for which the degree is awarded; and
c. 15 semester hours, 22.5 quarter hours, or its recognized clock hour equivalent in general education courses.

See Chapter IV.G.2. for conversion methodology in calculating and awarding academic credit.

Occupational courses must be directly related to the area for which the degree is awarded and emphasize achievement of occupational objectives.

General education courses develop basic essential knowledge skills and abilities for continued learning and career development. These courses are distributed ~~appropriately from~~ **among** offerings in the humanities, social sciences, or natural sciences. Courses in technology, communications, mathematics, humanities, social sciences, and the arts are examples of ~~appropriate~~ courses in general education.

VI.B.6.b. ***Program curricula reflect the achievement of vocational objectives*** ~~***with a supported by concentration on general education outcomes.***~~

The objectives of an academic associate degree program reflect the institution's mission and includes ~~emphasize~~ general education courses.

An institution may accept transfer credit for subjects or courses completed at another accredited institution. Institutions must require at least 25 percent of program credits be completed at the institution awarding the degree.

Subsection 7 – Admissions

VI.B.7. ***An institution adheres to its admissions policies and enrolls students who possess, at a minimum, a high school diploma or a recognized equivalency certificate.***

SECTION C – Baccalaureate Degrees

Important Note: ABHES is not currently recognized by the U.S. Department of Education to accredit programs leading to a baccalaureate degree, which affects Title IV eligibility.

Subsection 1 – Basic Requirements

VI.C.1. ***The institution publishes in its catalog a stated mission that encompasses achievement of vocational objectives and general education.***

The objectives of a baccalaureate degree program reflect the application of an institution's mission to its constituencies.

Programs at collegiate institutions ~~should~~ emphasize both the achievement of vocational objectives and general education. This emphasis requires courses in general education that are both quantitatively and qualitatively relevant to the chosen degree.

Subsection 2 – Program Supervision and Faculty

VI.C.2.a. ~~***An individual with appropriate qualifications***~~ ***A qualified individual supervises the program(s) offered by the institution.***

This individual supervises faculty, coordinates the training and teaching of the programs, and has continuous communication with and guidance of the Advisory Board. At a minimum, this individual possesses the following:

a. An earned master's degree;
b. a minimum of three years teaching or occupational experience in the subject field or a closely related field; and
c. where applicable, certification in the ~~**appropriate**~~ occupation and meets state requirements.

VI.C.2.b. Faculty consists of qualified individuals.

The institution ~~must have an adequate and~~ **has a** competent faculty **in numbers to support the enrollment.**. ~~**working under conditions that encourage the best efforts of each individual.**~~ In judging competence, consideration must be given to the academic preparation and experience of each instructor.

Instructors ~~must~~ hold baccalaureate degrees at a minimum, and instructors teaching general education and other academic courses ~~must be~~ **are** assigned based on their major and minor academic preparation and related experience. Exceptions to the baccalaureate degree requirement may be justified, however, for instructors teaching technical or vocational subjects in fields in which baccalaureate degrees are not generally available who have demonstrable alternative expertise in the field, such as educational preparation at other than the baccalaureate degree level, professional certification, or significant related work experience. The institution must be able to justify the assignment of any instructor who does not hold a baccalaureate degree in the assigned teaching field.

In addition to the baccalaureate degree requirements outlined above, at least one-half of all lower-division courses and all upper-division courses, including those core courses common to non-academic degree or non-degree programs, must be taught by faculty members holding graduate degrees, professional degrees such as J.D. or M.D., or baccalaureate degrees plus professional certification. This calculation does not apply, however, to courses in fields in which graduate degrees, professional degrees, or professional certifications are not generally available.

VI.C.2.c. Faculty assignments and teaching loads must be reasonable.

During any academic term, a faculty member must not be assigned to teach in more than three subject fields of instruction and preferably in not more than two subject fields. The size of the faculty must be ~~appropriate for~~ **of such size as to support** the total student enrollment.

Teaching loads ~~must be~~ **are** reasonable and ~~must be~~ **are** justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

VI.C.2.d. Instructional continuity is maintained through faculty stability.

The proportion of faculty employed on a full-time basis must be sufficient to ensure sound direction and continuity of development for the educational programs. The institution ~~must~~ demonstrate**s** through outcomes and other measures that the proportion of full-time faculty and the faculty's average length of service to the institution allow the institution to meet its stated mission. The institution must promote stability in the faculty through compensation, fringe benefits, professional growth opportunities, and other incentives.

Subsection 3 – Library and Instructional Resources

VI.C.3.a. ~~Adequate and appropriate~~ Library resources exist to complement the program(s).

An annual library budget, ~~appropriate~~ to support the size and scope of the institution and the programs offered, must be established and the allocation expended for the purchase of books, periodicals, library equipment, and other resource and reference materials.

The library function is shaped by the educational programs of the ~~college~~ **institution**. ~~**Appropriate**~~ **Program related r**eference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

The ~~A~~ collegiate library must contain up-to-date titles ~~appropriate for~~ **in a quantity that** ~~**to**~~ support**s** the size of the institution and the breadth of its educational programs. The library collection must include holdings on the humanities, arts, math, English and sciences; magazines and professional journals and periodicals. These holdings may be presented via ~~; and, when appropriate~~, physical holdings, on-line databases, virtual libraries or a combination of these. ~~networks and retrieval systems, CD-ROMs, and interactive research systems~~.

VI.C.3.b. An individual ~~with appropriate~~ who possesses professional academic education and experience ~~and education~~ supervises the institution's library.

A professionally trained librarian ~~must~~ supervise**s** and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained librarian is one who holds a baccalaureate or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable. The librarian ~~must~~ participate**s** in documented professional growth activities.

During scheduled library hours, there must be a trained individual on duty at all times to supervise the library and to assist students with library functions. This individual must be competent both to use and to aid in the use of the technologies and resources available in the library.

VI.C.3.c. The institution encourages student and faculty use of the library resources available.

The faculty ~~should~~ inspire**s**, motivate**s**, and direct**s** student usage of the library resources. The library's adequacy ultimately is determined by the extent to which its resources support all the courses offered by the

institution. For library resources, the Dewey decimal system, Library of Congress classification system, or other ~~appropriate~~ **recognized** system of classification ~~should be~~ **is** used. Records of circulation and inventory must be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the holdings.

Library materials and services ~~must be~~ **are** available at times consistent with the typical student's schedule in both day and evening programs. If computer software is utilized, a sufficient number of terminals must be provided for student use. If interlibrary agreements are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the ~~appropriateness~~ suitability of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A**n** ~~college's~~ **institution's** library ~~must~~ contain**s**, at a minimum, a core collection of physical and/or on-line reference materials ~~appropriate for~~ to support the offerings of the institution.

Library assessments and acquisitions are the joint responsibility of the faculty and library staff. ~~with the greater amount emanating from the faculty.~~

Subsection 4 – Student Services

VI.C.4. ***Institutions offering degree programs provide comprehensive student services ~~appropriate~~ to support the number of programs and size and characteristics of the student body.***

~~These services are coordinated by an individual with appropriate professional educational qualifications.~~ These services encompass academic advising and support, and relevant life ~~coping~~ skills. ~~(e.g., life skills, career development skills, budget and personal financial planning skills~~), ~~and general development. appropriate to higher education students.~~ **An individual with professional educational qualifications in these skills coordinates these services.**

Subsection 5 – Advertising of Degree Programs

VI.C.5. ~~*Appropriate advertising is used for the degree program(s).*~~ ***Advertising and promotional materials contain clear and provable statements.***

Advertising, promotional materials, and literature accurately state the academic nature of the degree.

Subsection 6 – Curriculum

VI.C.6.a. ***The program meets the required minimum level of credit hours (or its recognized equivalent) in total content and hours of occupational and general education courses:***

a. 120 semester hours, 180 quarter hours, or their equivalent normally earned over a period of 8 semesters, 12 quarters, or their equivalent. Transfer ~~and award~~ of credit for ~~appropriate~~ work at other institutions may be granted. Credit may be awarded for life experiences through prior learning assessment (PLA), such as DANTES, CLEP or ACE recommendations.
b. 60 semester hours, 90 quarter hours, or their equivalent in the area of concentration for which the degree is awarded, not to include subject matter considered general education courses; and
c. 36 semester hours, 54 quarter hours, or its recognized clock hour equivalent in general education courses.

The catalog ~~must~~ identif**ies** the courses that satisfy the concentration and general education requirements and those that are upper-division courses, and it must provide an explanation of the course numbering

system. The catalog ~~must~~ state**s** the expectations for all four years of the baccalaureate degree curriculum and complies with Appendix D, *Catalogs*. If the institution offers only the last two years of the baccalaureate degree program, the catalog and all advertising materials must clearly describe the requirements for admission, including requirements for the completion of necessary prerequisite courses and general education courses to ensure that the student will complete all of the requirements for the baccalaureate degree upon graduation.

General education and academic subject offerings~~, as~~ **are** distinguished from the professional or vocational offerings ~~of a collegiate institution, must~~ **and** place emphasis on principles and theory and not on practical applications associated with a particular occupation or profession. General education courses give balance to the total program. ~~**and must be appropriate for the program and the needs of the students. The Bureau's**~~ Expectations for general education are outlined in the Glossary section~~**., humanities, mathematics and the sciences, and social sciences are outlined in the Glossary section.**~~

VI.C.6.b. Program curriculum ~~must~~ approximate**s **the standards found at other institutions offering baccalaureate degrees.

The curriculum must quantitatively and qualitatively approximate the standards at other ~~collegiate~~ institutions offering baccalaureate degrees. It ~~should~~ **is designed to** help students acquire necessary skills such as reading, writing, communicating, critical thinking, and the basic use of computers. Instructional procedures, texts, materials, and technology ~~must be align with appropriate to~~ **contribute to** the purposes, curriculums, and standards of collegiate institutions. Evidence must be provided that curricular offerings require ~~appropriate~~ use of library resources.

VI.C.6.c. Program enrollment in upper-division courses is sufficient to support regularly scheduled classes and laboratory work.

Enrollment in upper-division courses ~~must be~~ **is** sufficient to support regularly scheduled and conducted classes and laboratory work. Upper-division work ~~must be~~ **is** offered and ~~must build be~~ **is** based upon ~~**appropriate**~~ prerequisites.

Subsection 7 – Admissions

VI.C.7. Students admitted to baccalaureate degree programs possess a regular high school diploma, GED or the equivalent recognized by the state where the institution is authorized. Proof of the high school diploma or its equivalent is received prior to the end of the first semester or quarter of attendance.

Students who do not have a regular high school diploma or its equivalent, but demonstrate an ability to benefit from the degree program, may be admitted to a certificate or diploma program first and then transfer~~**ed**~~ to the degree program upon receiving a high school diploma or its equivalent.

Attachment 2

CHAPTER VII – ST
PROGRAM EVALUATION STANDARDS
FOR SURGICAL TECHNOLOGY

The Accrediting Bureau of Health Education Schools is recognized to accredit Surgical Technology programmatically. The program seeking or holding programmatic accreditation by ABHES must comply with the *Accreditation Manual* in its entirety, with the exception of Chapter IV, Evaluation Standards Applicable to Institutionally-Accredited Members, including Chapter V for all programs and Chapter VI for degree-granting programs and all appendices. This chapter contains additional specific requirements for a Surgical Technology program.

DESCRIPTION OF THE PROFESSION

The surgical technologist is an operating room specialist who performs specific duties for pre-, intra-, and postoperative case management. Surgical technologists must be knowledgeable in asepsis and sterile technique, and must be able to properly care for instrumentation, equipment and supplies. Education includes **the following:** basic sciences**:** ~~**, especially**~~ microbiology, anatomy and physiology, pathophysiology, and surgical pharmacology**.** ~~**;**~~ Additionally **this education includes:** surgical procedures**,** ~~**and**~~ case management**,** ~~**;**~~ wound care and closure,~~;~~ and surgical patient care**,** and safety.

Preoperative case management duties include operating room preparation, gathering of supplies and equipment, case set-up, and preparation of the operative site with sterile drapes. Intraoperative case management duties include maintenance of the sterile field, passing instruments and medications to the surgeon and assistant, specimen care, and application of wound dressings. Postoperative case management duties include care and maintenance of equipment and instruments after use, and preparation of the operating room for the next procedure.

Surgical technologists**'** ~~**may be**~~ employ**mented** ~~**ed**~~ in**cludes:** hospital operating rooms**,** ~~**or**~~ central sterile processing departments, outpatient surgical units, medical companies as sales representatives~~**. They may also be employed by,**~~ physicians in private practice~~**.,** **They are** less frequently employed in~~ cardiac catheterization units or endoscopic departments.

CREDENTIALING

Credentialing in surgical technology is often required by employers, and is encouraged for graduates of ABHES-accredited programs. Programs are expected to prepare students in necessary aspects of the curriculum included in the national credentialing examinations available in this field of study.

SECTION A – Curriculum, Competencies, Externship and/or Internal Clinical Experience

ST.A.1. The depth and breadth of the program's curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the surgical technology field.

The program's goals are documented and written in a manner to ensure that the curriculum is current with industry standards, meets the demands of the communities of interest (e.g., students, graduates, employers, physicians, the public) and that students obtain appropriate hands-on training that enables them to obtain viable employment in the field. Competencies required for successful completion of the program must be clearly delineated.

The program clearly states ~~as~~ **in writing** its goal ~~the~~ **to** preparat~~ion of~~ competent entry-level surgical technologists in the cognitive, psychomotor and affective learning domains.

Minimally, all programs require commonly accepted competencies and adhere to the current Core Curriculum for Surgical Technology, produced by the Association of Surgical Technology (www.ast.org).

The program complies with the Core Curriculum and meets stated program objectives and competencies. While the desire for degreed surgical technologists has become more widespread, normally, a minimum of 1,100 clock hours, including a 500 clock-hour externship, is required for program completion. While each program will be assessed for its effectiveness in achieving program objectives and competencies, justification for deviations from the lengths identified above may require addressing such issues as student outcomes and employer satisfaction.

Competencies required for successful completion of the program are delineated, and the curriculum ensures achievement of these entry-level competencies through coursework and skills **development**. Students are advised, prior to admission and throughout the program~~,~~ of any credentialing requirements necessary to achieve employment in the field. Focus is placed on credentialing requirements and opportunities to obtain employment ~~and to increase employability~~**.**

The program administers a ~~valid,~~ nationally-recognized ~~program~~ assessment examination developed through an accredited testing organization in the field of surgical technology. The examination is used as the program's primary quality indicator, producing relevant and usable data. It is designed to assess curricular quality and to measure the students' overall achievement in the program according to the Core Curriculum. It is not to be used in any manner as a measurement of an individual student's achievement or progress toward achieving the program's objectives and competencies (e.g., exit tool for graduation).

~~**The program may use exam The examination may be used for the dual purpose credentialing purposes provided it has been developed through an accredited testing organization in the surgical technology field and for the dual purpose of curricular assessment and certification for employment. The Program Assessment Exam (PAE) administered by the Association of Surgical Technologists is also acceptable.**~~ A program may not change or supplement the testing instrument during the ABHES annual reporting period (July 1 – June 30). The examination is completed by each student prior to the conclusion of the program and is to be administered one time only per student. In all cases

an identified ~~third-party~~ proctor is used to provide direction and monitor the students during testing, following commonly-accepted practices. The group scores will measure the quality of the program's outcomes ~~curriculum~~.

ST.A.2. An externship experience is required for completion of the program.

The following is considered in choosing, placing and maintaining externship site affiliations:

Assignment

~~Externship sites include placement at a facility that performs various types of activities that will expose the student to the necessary skills required of the profession and includes a minimum of 500 clock hours. In all cases, the clinical externship site used is properly licensed and regulated. Appropriate e~~Externship sites include placement at a facility ~~hospital~~ that performs various types of surgical procedures that will expose the student to the necessary skills required for entry-level practice in the profession. Placements may include limited time at out-patient surgical facilities.

Students may not replace existing staff or be compensated while participating in clinical externships and this fact is made known to the student. The student is clearly in addition to the team and not a substitution.

In all cases, the clinical externship site used is properly licensed and regulated.

(a) Activities

~~1. Students are oriented to the facility and the daily routine of the facility.~~
~~2. Students initially observe department activities and procedures and then begin functioning in the first scrub role with assistance.~~
~~3. The structure of the externship includes assisting team members with daily preoperative, intra-operative and postoperative duties~~
~~4. An externship includes assisting clinical staff members with daily tasks, while under the supervision of staff.~~
~~5. As their externship experience progresses, they move into first scrub solo role for surgical procedures . Student case logs/check lists are maintained to ensure a variety of tasks performed.~~

(no additional requirements beyond CH V)

(b) Supervision

no additional requirements beyond CH V)

(c) Requirements for Completion

(moved from assignment, above)

Clinical/externship ~~rotation~~ assignments must allow the student to fulfill all of the requirements set forth in the current Core Curriculum for Surgical Technology **(herein**

referred to as the Core Curriculum), produced by the Association of Surgical Technology (www.ast.org)**, including typical length as described in ST.A.1.**

SECTION B – Program Supervision, Faculty, and Consultation

Subsection 1 – Supervision

ST.B.1. The program supervisor is credentialed and experienced in the field.

a) Supervisors of a surgical technology program hold a credential in the surgical technology field from a nationally recognized and accredited ~~certifying~~ **credentialing** agency. **Supervisors of a surgical technology program hired before July 1, 2010, do not need to meet the credentialing requirement.**

b) Supervisors possess a minimum of three (3) years of operating room experience in the scrub role within the last (five) 5 years or (3) years teaching in the field of surgical technology **prior to employment.**

c) Supervisors evidence continued education and training intended to maintain and enhance their professional knowledge of surgical technology instruction and the administrative requirements of the program. The pursu**it**~~ance~~ of advanced academic degrees ~~is encouraged~~ and ~~it is expected that supervisors~~ activ~~ly~~ participat**ion**~~e~~ in related state and national membership associations **is encouraged. This** ~~designed to~~ promote**s** the necessary education, standards, and credentialing required in the surgical technology field.

Supervisors may also serve as clinical coordinators and must be free of additional educational and administrative responsibilities that may impede them in effectively fulfilling their managerial role.

~~**Individuals approved as program directors under previous accreditation standards have until 2012 to come into compliance with the above standard.**~~

~~**Note: grandfathering is not typical of ABHES but in this case, given that on-the-job training and nurses being acceptable as appropriately trained up until fairly recently when formalized ST programs became more widespread, it is recommended. It is also unlikely there will be many that can meet the requirements of b) above under these situations. A policy for grandfathering (i.e.,signed waiver form) may want to be instituted.**~~

Subsection 2 - Faculty and Consultation

ST.B.2.a. Faculty formal education/training and experience support the goals of the program.

All faculty ~~instructors~~ work under the ~~supervision~~ direction of the program supervisor. ~~In addition to teaching responsibilities, the program supervisor is allowed adequate time for managerial and supervisory administrative responsibilities.~~

1. Faculty ~~Instructors~~ assigned to didactic ~~in-school~~ and clinical core courses of a surgical technology program hold and maintain a credential in the surgical technology field from a nationally recognized and accredited certifying agency.

2. Faculty ~~Instructors~~ assigned to didactic ~~in-school~~ and clinical core courses of a surgical technology program have within the last five (5) years a minimum of three (3) years of operating room experience or teaching in the field, or a combination of the two prior to hire date.

A clinical coordinator is responsible for supervision of clinical faculty ~~instructors~~ and students and is employed by the program. Clinical coordinators meet the qualifications of faculty, as outlined above.

Faculty ~~Instructors~~ who teach the non-core courses ~~curriculum (e.g., medical terminology, pharmacology, anatomy and physiology)~~ are qualified as outlined in Chapter ~~I~~V (non-degree programs) and, as applicable, Chapter VI (degree-granting programs). Core courses are found in the Core Curriculum ~~and include the components Fundamentals and Practice~~.

ST.B.2.b. ***Faculty numbers and ratio support the goals of the program.***

Supervision during laboratory instruction is defined as student to faculty ratio of 12:1.

ST.B.2.c. ***A program must be served by an individual consultant or advisory board of program-related specialists to assist administration and faculty in fulfilling stated educational objectives.***

The program's advisory board consists of at least one representative from the following communities of interest: graduates, currently credentialed surgical technologist, faculty, employers, ~~surgeon~~ physician with recent operating room experience, and the public ~~members~~. The advisory board may also include a student. In determining committee composition, the program ~~should~~ ensures some relationship to the clinical sites used in an effort to continually assess ~~the~~ effectiveness. The public member is to serve in the role of "potential patient" in assessing continued assessment of public health and welfare.

SECTION C – Laboratory Facilities and Resources

ST.C.1.a. ***The institution's laboratory facilities include:***

~~a. Lighting, electrical outlets, ventilation and storage space~~
~~b. Physical environment is conducive to instruction and learning~~
no additional requirements beyond CH V

ST.C.1.b. ***Equipment and instruments are available within the institution's laboratory facility to achieve the program's goals and objectives.***

Equipment and instruments support the requirements of the ~~**most current**~~ Core Curriculum ~~**for Surgical Technology, produced by the Association of Surgical Technology (www.ast.org)**~~**.**

ST.C.1.c. ***The institution's laboratory facilities are available for students to develop required skills with faculty supervision.***

Students are made aware and have access to the institution's laboratory facilities with faculty supervision during specific, posted times during regular institutional operating hours.

Attachment 3

CHAPTER VIII
PROGRAM REQUIREMENTS AND EVALUATION STANDARDS FOR PHARMACY TECHNICIAN

CHAPTER VIII - PHT

Program Evaluation Standards
For Pharmacy Technician

The Accrediting Bureau of Health Education Schools (ABHES) does not programmatically accredit pharmacy technician programs, but as an institutional accrediting agency, includes this program within an institution's grant of accreditation. The pharmacy technician program offered at an ABHES-accredited institution must comply with all policies, procedures and standards described throughout the *Accreditation Manual,* including the general evaluation standards applicable to all institutions (Chapter IV), the standards applicable to all programs offered (Chapter V), degree standards (Chapter VI), as applicable, and appendices. This chapter contains <u>additional</u> specific accreditation requirements for a pharmacy technician program.

Accordingly, every Self-Evaluation Report (SER), institutional site visit, and Site Visitation Report evaluates each program individually against all ABHES accreditation standards. A program specialist is used to evaluate each individual program offered by an institution. Individual programs that do not demonstrate compliance with the standards, policies, and procedures set forth in the *Accreditation Manual* may be excluded from the institution's grant of accreditation or may cause the institution's accreditation to face adverse action.

For purposes of this chapter, a pharmacy technician program includes any additional programs identified by any other name or designation that is reasonably understood by professionals in the field, students, or the public to have the same meaning. This chapter is equally applicable to any educational program offered by the institution that intends to prepare graduates for employment based on the knowledge and skills set forth in this chapter.

DESCRIPTION OF THE PROFESSION

The general responsibilities of the pharmacy technician are to assist pharmacists in processing prescriptions and maintaining the pharmacy department. A pharmacy technician possesses abilities to identify, measure, and supply pharmaceutical products that have been ordered by a medical doctor. Duties for the pharmacy technician may vary depending upon the type of facility in which they are employed, as well as federal and state laws and regulations that define pharmacy technician practice. For example, pharmacy technicians who work in hospital pharmacies perform different tasks than those who work in drug store pharmacies. However, common duties (performed under the supervision of a licensed pharmacist) most likely include:

- Receiving written prescriptions from patients and verifying that information required on a prescription is complete.
- Answering the telephone and handling questions that do not require a pharmacist's expertise or judgment.
- Preparing medications for patients and labeling them.
- Handling third-party insurance claims.
- Entering medication information for patient profiles into a computerized database.
- Maintaining inventory and stocking medications.
- Performing cashier functions for payments received for medications.
- Filing written prescription orders after prescriptions are dispensed.
- Performing housekeeping duties within the pharmacy department.

Pharmacy technicians are not permitted to consult with patients about their medication, but are expected to identify those who may require counseling and refer them to the licensed pharmacist.

CREDENTIALING

~~The Pharmacy Technician Certification Board (PTCB) administers national certifications for pharmacy technicians~~ Certification for pharmacy technicians is required for employment in over 30 states, and many states require a pharmacy technician to register with their respective state board of pharmacy.

Credentialing as a pharmacy technician is encouraged for graduates of programs within institutions accredited by ABHES. Programs are expected to prepare students in necessary aspects of the curriculum included in the national credentialing examinations available in this field of study.

SECTION A – Curriculum, Competencies, Externship ~~and/or Internal Clinical~~ Experience

PHT.A.1. The depth and breadth of the program's curriculum enables graduates to acquire the knowledge and competencies necessary to become an entry-level professional in the pharmacy technician field.

Competencies required for successful completion of the program are delineated, and the curriculum ensures achievement of these entry-level competencies through coursework and skills. Students are advised, prior to admission and throughout the program~~,~~ of any credentialing requirements necessary to achieve employment in the field. Focus is placed on credentialing requirements and opportunities to obtain employment and to increase employability.

To provide for student attainment of entry-level competencies, the program curriculum includes but not necessarily be limited to the following:

A. Orientation to Pharmacy Technology
B. Personal Skills and Professional Behavior
C. Credentialing and Professional Organizations
D. Pharmaceutical Agents for Human Physiologic Systems
E. Communication
F. Information Processing
G. Pharmaceutical Inventory: Purchase and Control
H. Screening of Pharmaceutical Orders
I. Preparation of Non-compounded Products
J. Preparation of Non-sterile Compounded Products
K. Preparation of Sterile Compounded Products
L. Preparation of Cytotoxic and Hazardous Medication Products
M. Distribution of Medications
N. Patient Counseling
O. Medication Safety
P. Billing for Services
Q. Monitoring of Medication Therapy
R. Equipment and Facility Maintenance
S. Investigational Medication Products

A. Orientation to Pharmacy Technology

Course content prepares the graduate to understand the role of the pharmacy technician in the delivery of patient care. Knowledge of patient care delivery systems and medication distribution systems is emphasized, as are the influence of medication laws and regulations on standards of practice for the pharmacy technician.

Graduates will:

1. Compare and contrast how federal and state laws and regulations affect the delegation of the following duties by the pharmacist to the pharmacy technician:
    a. Collecting required patient information
    b. Receiving and screening prescription/medication orders
    c. Preparing medications for distribution
    d. Corroborating measurements, preparation, and/or packaging of medications with other technicians
    e. Optimizing the use of medications, equipment, and devices
2. Describe the ways that medications are distributed by a pharmacy.
3. Define the term "direct patient care," and discuss the role of the pharmacy technician in its delivery.
4. Define "STAT" and "PRN" and explain the difference for priority.
5. Define the term "quality assurance," and explain its importance for the pharmacy team.
6. List and describe methods for achieving and maintaining quality assurance, and the duties and tasks of the pharmacy technician that require quality assurance procedures.
7. Explain the methods utilized for the detection and prevention of medication errors in the pharmacy, and the role of the pharmacy technician.
8. List and describe all federal/local laws and institutional policies/procedures that govern verification of pharmacy technician activities by a pharmacist.

B. Personal Skills and Professional Behavior

Course content prepares the graduate to deal with human behaviors in the workplace in a professional manner. Focus is placed on attitudes, values and beliefs that lead to sound ethical behaviors. Graduates are prepared to take personal responsibility for quality patient care, and to project a professional image to the public. Skills are developed for effective interpersonal relationships with other health care professionals, as well as for problem solving and work management.

Graduates will:

1. Define "professional behavior," and explain its importance for pharmacy technician practice.
2. Define the term "ethics," and explain its importance for pharmacy technician practice.
3. List and describe potential ethical scenarios that may arise during pharmacy technician practice.
4. Describe appropriate attire and personal hygiene practices for the pharmacy technician.
5. Use self-control and negotiation skills to resolve conflicts.
6. List and describe the various print and electronic resources that the pharmacy technician can utilize to stay current for practice.
7. Utilize sound problem-solving skills for work related problems.
8. Explain the importance of teamwork and consensus-building for successful pharmacy practice.
9. Practice knowledge of interpersonal skills to enhance working relationships.
10. Describe interdepartmental relationships and techniques to enhance communication and collaboration.
11. Understand small-group dynamics and how they affect pharmacy practice.
12. Use stress-relief strategies to enhance pharmacy practice.
13. Use techniques for quality assurance to enhance patient care.
14. Safeguard patient confidentiality through ethical and legal practices, and understand and apply all ~~HIPAA~~ federal guidelines for pharmacy practice.
15. Practice a caring attitude and express compassion in all patient interactions.

16. Understand workflow management and apply this knowledge for responsible job performance.
17. Practice principles and procedures for safety when preparing all medications.
18. Understand specific federal and state laws and regulations for pharmacy practice.

C. Credentialing and Professional Organizations

Course content prepares the graduate to understand the importance of active involvement in local, state, and national pharmacy technician organizations, as well as other pharmacy organizations. Graduates learn the importance of credentialing for professional practice, as well as the difference between certification, licensure, and registration.

Graduates will:

1. Understand the necessity for certification as a pharmacy technician, and its importance to professionalism.
2. Differentiate between certification, licensure, and registration.
3. Describe the process for obtaining national certification as a pharmacy technician.
4. List and describe the value and the benefits of membership in local, state, and national pharmacy organizations.
5. List and describe the various local, state, and national pharmacy organizations available for membership for the pharmacy technician.

D. Pharmaceutical Agents for Human Physiologic Systems

Course content prepares the graduate to understand the therapeutic use of prescription and nonprescription medications for treatment of diseases affecting each of the following physiologic systems of the human body:

Nervous
Endocrine
Skeletal
Muscular
Cardiovascular
Respiratory
Gastrointestinal
Genitourinary
Reproductive
Immune
Special Senses
Dermatologic
Hematologic

~~**In addition to adverse effects for each medication, the graduate will gain an understanding of each medication's brand, generic, and chemical name, standard pronunciation, dosage forms, and routes of administration.**~~

Graduates will:

1. Define the medical terms and accepted abbreviations commonly associated with each physiologic system.

2. Describe and understand the basic anatomy and physiology of each system.
3. Describe the role that complementary alternative medicine (Eastern medicine, homeopathy, herbs, and supplements) play in direct patient care, and list their therapeutic and adverse effects.
4. Differentiate between the prescription and non-prescription medications commonly used to treat diseases affecting each physiologic system, as well as their therapeutic and adverse effects.
5. Differentiate between the brand, **chemical** and generic names, common doses and dosage forms, and routes of administration for prescription and nonprescription medications commonly used to treat diseases of each system.
6. **Understand the adverse effects of each medication class.**
7. Describe and understand the role of the Federal Drug Administration in the regulation of herbal products and dietary supplements.

E. Communication

Course content prepares the graduate to communicate with a variety of patients and other health care professionals. Content is designed to prepare the student to perform crucial listening techniques, body language, and verbal skills for better overall communication. Course content also prepares the graduate to express logical ideas in writing.

Graduates will:

1. Organize and sequentially formulate logical ideas verbally and in writing.
2. Assess appropriate communication levels, lengths, and depths for specific audiences.
3. Assess the listener's comprehension of the message conveyed.
4. Formulate written communications that utilize proper grammar, punctuation, and spelling.
5. Exhibit effective listening skills and body language during the performance of the job.
6. Exhibit verbal techniques that influence perception and enhance listening.
7. Exhibit an understanding of diversity (e.g., culture, religion, race, age, gender, sexual orientation, disability, economic status) and the ways that this understanding influence health care decisions.
8. Describe methods for bridging communication gaps for non-English speakers or those whose listening abilities are impaired.
9. Utilize effective listening skills in performing job functions.

F. Information Processing

Course content prepares the graduate to retrieve information from patient's medical charts, to utilize information technology for pertinent pharmacy data, and to assist the pharmacist in the collection and processing of information. Course content also prepares the graduate to utilize effective communication skills for patient and patient representative interviews, as well as interaction with other health care professionals. Confidentiality issues regarding patient-specific information are emphasized throughout the course.

Graduates will:

1. Collect pertinent patient information for use by the pharmacist from the patient's chart, profile, or medical record.
2. Describe and understand the purposes for the collection of patient-specific information.

3. Describe the categories of patient-specific information used for health care decisions.
4. List and understand the various medical terms and abbreviations associated with patient-specific information.
5. Create a new patient profile or modify an existing profile according to established procedures.
6. Understand the type of information within each section of the patient's medical chart or record.
7. Locate specific information within a patient's medical chart.
8. Utilize patient interviewing techniques and effectively query other health care professionals to collect pertinent patient information.
9. Collect, store and organize patient-specific information electronically.
10. Identify situations when reviewing patient-specific information that require the attention of the pharmacist.
11. Explain the purpose and structure of a Drug Utilization Evaluation, and collect pertinent information for use by the pharmacist.
12. Define productivity data and describe its use for pharmacy practice.
13. Compare and contrast the several currently used pharmacy productivity measurement systems, and explain the roles of the pharmacy technician for their establishment and maintenance.
14. Describe the importance of health information systems for pharmacy practice activities, and how they facilitate effective decision making for patient care.
15. Describe the typical pharmacy database and its primary functions.
16. Demonstrate ability to word process, construct spreadsheets, and input and manipulate data in a database.
17. Demonstrate ability to use the Internet to assemble information and construct emails.
18. Utilize computerized medication information databases.
19. Recognize and analyze patient confidentiality situations in pharmacy practice.
20. Identify and analyze patient confidentiality issues involving the collection and transmission of data.

G. Pharmaceutical Inventory: Purchase and Control

Course content prepares the graduate to follow established procedures for the purchase of pharmaceuticals, equipment, and supplies, and to control inventory according to an established plan that details the handling of their receipt, storage, removal, and documentation. In addition, graduates are prepared to secure inventory to prevent theft.

Graduates will:

1. List and describe purchasing procedures, including those required for atypical products and emergency orders.
2. Purchase pharmaceuticals, devices, and supplies according to established protocols.
3. List and describe methods of inventory control, and follow established policies and procedures for receiving goods.
4. List and describe each method necessary for handling back ordered medications.
5. Store pharmaceuticals, equipment, devices, and supplies in inventory according to established policies and procedures.
6. Describe common reasons for discontinuing or recalling items, and differentiate between the different classes of drug recalls (Class I, Class II, and Class III).
7. Describe the established procedure for inspecting nursing units for expired, discontinued, or recalled medications.
8. Remove expired, recalled, or discontinued inventory according to established policies and procedures.

9. Explain the importance of inventory documentation, as well as the maintenance of an adequate supply of pharmaceuticals.
10. Define the "want book," and how inventory to be ordered is identified.
11. Describe how an item that is unavailable through traditional routes can be secured.
12. Explain methods for communicating product availability changes to the stakeholders.
13. Explain the various methods for deterrence of theft or diversion of medication, and describe how it should be reported.
14. Compare and contrast "tolerance" and "physical dependence."
15. Explore the relationship between chemical dependency and medication diversion.
16. Maintain records for receipt, storage, and removal of controlled substances, and describe legal requirements.
17. Describe procedures for destruction of controlled substances.

H. Screening of Pharmaceutical Orders

Course content prepares the graduate to receive and screen prescriptions or medication orders, and understand the legal implications and requirements for completeness, authenticity, and delegation to pharmacy technicians by pharmacists.

Graduates will:

1. Describe and understand the federal and state laws and regulations associated with the receipt, screening, and delegation of prescription/medication orders.
2. Receive telephoned and faxed prescriptions from physician.
3. Assess prescription/medication orders for completeness.
4. List and describe the components of a complete prescription/medication order.
5. Translate abbreviated instructions for medication use into full wording.
6. Explain the methods for retrieving missing pieces of information in a prescription/medication order.
7. Screen prescription/medication orders for authenticity.
8. Identify the schedule for controlled substance.
9. Evaluate the appropriateness of a prescriber's DEA number.
10. Verify a prescriber's DEA number according to established procedures.
11. Detect forged or altered prescriptions according to established procedures.
12. Alert the pharmacist to potential illegitimate or inappropriate prescription/medication orders or refills.

I. Preparation of Non-compounded Products

Course content prepares the graduate to prepare non-compounded products for distribution, and understand the legal implications and requirements for delegation of specific duties by a pharmacist to a pharmacy technician. In addition to preparation, the graduate will safely retrieve from inventory, profile, calculate, and measure.

Graduates will:

~~**1. Define "formulary" and describe its purpose.**~~
~~**2. Notify the pharmacist when screening of an order reveals that a non-formulary medication has been ordered.**~~
1. Utilize the metric for input of orders, as well as counting and measuring.

2. Select appropriate products according to established protocols.
3. Describe and understand federal and state laws controlling the substitution of pharmaceuticals.
4. Define "NDC number" and explain its function.
5. Secure inventory from a site's storage system.
6. Understand design and function of pharmacy storage equipment, and describe how medications and devices are typically stored.
7. Use prescription/medication order specifications to count or measure finished dosage forms.
8. Operate common pharmaceutical measurement and weighing devices.
9. Perform accurate conversions among measurement systems.
10. Prepare medications utilizing established policies and procedures for safety.
11. Dispose of nonhazardous wastes following established safety protocols.
12. Manually package products using the correct type and size of container.
13. Explain why container size and type is important for pharmaceutical packaging, and describe the containers that are available to choose from (including those for the elderly, physically impaired, **and** very young).
14. List the required elements for a prescription product label, and explain the importance of accuracy for label generation.
15. Delineate between categories of medications that require auxiliary labels.
16. Assemble patient information materials following establish procedures, and describe how they contribute to better patient care.
17. Identify the types of written information that would be placed into product packages.
18. Describe the portions in OBRA '90 that dictate the pharmacist's obligations for counseling patients.
19. Record bulk, unit dose, and special dose medication preparation according to established procedures, and explain why accurate documentation is so important.
20. Define "controlled substance."
21. Record the preparation of controlled substances according to established policies and procedures.
22. **Understand** federal and state laws and regulations that prescribe the recording of the preparation of controlled substances.
23. Describe the differences between laws, regulations, and professional standards, and explain the importance of the pharmacy's compliance with each.
24. Understand the laws, regulations and professional standards that govern pharmacy practice within your state.

J. Preparation of Non-sterile Compounded Products

Course content prepares the graduate to compound non-sterile products, and to accurately calculate ingredient amounts utilizing accepted compounding techniques. Quality assurance is emphasized, as are federal and state laws and regulations controlling the preparation of non-sterile products.

Graduates will:

1. Define "compounding," and explain why certain medications require compounding.
2. Accurately assemble the correct ingredients and determine the correct amounts for non-sterile products that require compounding.
3. Perform the necessary steps to solve mathematical problems involving the following:
   a. Roman numerals, Arabic numerals, fractions, apothecary symbols, and decimals
   b. Weights and measures and direct ratio and proportion

c. Reducing and enlarging formulas
d. Percent strength, weight-in-volume, weight-in-weight, and volume-in-volume
e. Ratio strength calculations for pharmaceutical preparations
f. Dilution and concentration
g. The alligation method
h. Milliequivalents
i. Compounded products that require an overfill (solve for a correct answer for volume to be added).

4. Compound non-sterile dosage forms and explain the reason for each step.
5. List and describe federal and state regulations governing the technician's role in compounding of non-sterile products.
6. Define "incompatible," and explain it can be prevented when compounding non-sterile products.
7. Practice principles and procedures for safety when preparing all medications.
8. Practice principles and procedures for quality assurance.
9. Describe storage requirements for non-sterile medication products.
10. Discuss household, apothecary, and avoirdupois systems for input of orders, as well as counting and measuring.

K. Preparation of Sterile Compounded Products

Course content prepares the graduate to compound sterile products. Sterility procedures are emphasized, as are incompatibilities and how to handle them. Quality assurance standards are applied to pharmacy practices, and the graduate is prepared to practice in accordance with the federal and state laws and regulations that govern sterile product preparation.

Graduates will:

1. Assemble the ingredients necessary for sterile or non-sterile compounding.
2. Delineate between "sterile" and "non-sterile" compounding, and explain the necessity for sterile medications.
3. Practice procedures for maintenance of sterility for compounding materials.
4. Use equipment and devices necessary for compounding sterile products.
5. Compound sterile products and explain the reason for each step.
6. List and describe federal and state laws and regulations governing the technician's role in compounding of sterile products.
7. Describe storage requirements for compounded sterile products.
8. Define "incompatible," and explain how it can be prevented when compounding sterile products.
9. Explain the necessity and understand the functions for horizontal and vertical laminar flow hoods.

L. Preparation of Cytotoxic and Hazardous Medication Products

Course content prepares the graduate to compound cytotoxic and other hazardous medication products according to federal state laws and regulations. Quality assurance and safety standards and practices are applied to their preparation.

Graduates will:

1. Compound cytotoxic and other hazardous medication products and explain the reasons for each step.
2. List and describe federal and state laws and regulations governing the technician's role in compounding of cytotoxic and other hazardous medication products.
3. Describe storage requirements for cytotoxic and other hazardous medication products.
4. Clean up a cytotoxic medication product spill utilizing established safety protocols.
5. Understand safety procedures, and practice them when disposing of hazardous ~~and~~ wastes generated during medication preparation.

M. Distribution of Medications

Course content prepares the graduate to distribute medications according to federal and state laws and regulations, utilizing current methods in various practice settings. Graduates also learn to record distributions and track with modern databases.

Graduates will:

1. Compare and contrast the types of systems for medication distribution.
2. List and explain the policies and procedures for recording the distribution of controlled substances.
3. Record medication distributions (including controlled substances) according to established policies and procedures.
4. Use established medication monitoring techniques to assure an accurate match with the prescription/medication order.

N. Patient Counseling

Course content prepares the graduate to identify patients who require counseling on medication, equipment, and device usage. Emphasized are federal and state laws and regulations that prescribe the activities associated with patient counseling and the activities that can be delegated to the pharmacy technician by the pharmacist. Graduates learn specific interviewing techniques that help to identify a patient's need for counseling by the pharmacist.

Graduates will:

1. Explain why patient counseling is necessary, and why it is important for patient safety.
2. Understand the legal aspects for patient counseling as specified in OBRA 90 and in federal and state laws and regulations.
3. Communicate to patients that they will receive counsel by the pharmacist for new prescriptions, and if the patient declines counseling inform them that the pharmacist must receive that information directly from the patient.

O. Medication Safety

Course content prepares the graduate to apply methods to assure that the medication-use system utilized by the pharmacy is safe. Emphasized are various technologies that have been proven effective for medication safety assurance. Graduates are also prepared to identify and report errors.

Graduates will:

1. Describe the daily practices of a pharmacy department that contribute to prevention of medication errors, and explain how the pharmacy technician contributes to these practices.
2. List and describe the daily tasks that require special attention to accuracy for prevention of medication errors.
3. Describe and understand the ways that automation and information technology contribute to reduction of medication errors, and also the ways that they can potentially contribute to medication errors.
4. List and describe the global and local procedures for reporting medication errors.
5. Determine the presence of a clinically significant adverse drug event (ADE) and contribute to formulation of a strategy for preventing a recurrence.
6. ~~**Determine the presence of any similar potential ADE's.**~~

P. Billing for Services

Course content prepares the graduate to bill and collect payments for pharmacy goods and services. Emphasized are methods of payment, verification of third-party coverage, delineation between taxable and nontaxable items, and cash register operation.

Graduates will:

1. List and describe the various forms of payment for a prescription/medication order.
2. Use interview strategies to secure incomplete patient-specific information from new patients.
3. Define "formulary" and describe its purpose.
4. Notify the pharmacist when screening of an order reveals that a non-formulary medication has
5. For third party coverage:
    a. Operate electronic systems for input and coverage verification.
    b. Verify by phone (from a physician if permitted by state law or from the patient for drug refill orders).
    c. Identify the reason for a rejected claim and convey the reason to the pharmacist **and patient.**
    d. Explain responses that may cause distress to the patient and utilize techniques to diffuse emotional reactions.
6. Record receipt of payment.
7. Verify that third-party insurance covers specific medication orders.
8. Operate and maintain a cash register and describe how different forms of payment are entered into it.
9. ~~**Enter departmental codes into the cash register**~~**.** **Understand the use of departmental codes.**
10. Make change for cash payments.
11. Compare and contrast pricing and billing systems for medication payments.
12. Describe how billing systems are used to track payments, and determine payment due for medication orders.
13. **Understand the impact of co-insurance, co-pays, and deductibles, including as it applies to Medicare and Medicaid on billing for prescriptions.**

Q. Monitoring of Medication Therapy

Course content prepares the graduate to monitor medication therapy and understand its importance for effective patient care and safety. Emphasized are the federal and state laws and regulations that control specific monitoring activities that can be delegated by the pharmacist to

the pharmacy technician. Graduates learn to operate database systems for maintaining information, and to collect information for evaluation.

Graduates will:

1. Describe the importance of monitoring for medication therapy.
2. ~~Perform~~ Understand selected monitoring procedures, such as for blood pressure, radial pulse and glucose levels. ~~and explain the reasons for each step:~~
   ~~a. Take and record blood pressure.~~
   ~~b. Take and record a radial pulse.~~
3. List and describe all necessary equipment and supplies for performance of selected procedures.
4. Understand the federal and state laws and regulations that control specific monitoring activities.
5. Operate database systems for maintaining information, and to collect information for evaluation.

R. Equipment and Facility Maintenance

Course content prepares the graduate to practice procedures for maintaining pharmacy equipment and facilities. Emphasized are methods for proper handling of hazardous wastes and sharps, and the application of concepts for effective infection control. Graduates are also prepared to calibrate and troubleshoot ~~and repair~~ commonly used pharmacy equipment and devices.

Graduates will:

1. Define "hazardous waste" and "infection control."
2. List and describe each policy and procedures for:
   a. Sanitation management
   b. Hazardous waste handling
   c. Infection control
3. Describe the necessity for sanitation management in the pharmacy setting.
4. List and describe the ~~OSHA~~ regulations specific to pharmacy practice.
5. List and describe federal and state regulations and institutional policies and procedures that control the handling of hazardous waste, sharps containers and infection control.
6. Clean laminar flow and biological safety cabinets according to established protocols and explain the reason for each step.
7. Maintain a clean work environment.
8. Describe and operate the equipment and pharmacy devices common to pharmacy practice.
9. Define "calibration," and calibrate the following if available:
   a. A weighing device
   b. Counting device
10. Explain the importance of electronic devices and information systems for proper delivery of direct patient care.

S. Investigational Drug Products

Course content prepares the graduate to assist the pharmacist in preparing, storing and distributing investigational drug products. Graduates are prepared to follow established

protocols for recording the preparation and distribution of these products, as well as protocols for investigational drug product storage.

Graduates will:

1. Explore and explain the term "investigational drug product," and what it means to a pharmacy technician.
2. Describe in detail the ways that the practice setting contributes to the development of new drug products, and the role that is played by the pharmacy technician.

PHT.A.2. ***An externship ~~and/or internal clinical~~ experience is required for completion of the program.***

Externship experiences allow the student to expand the knowledge and skills developed in the didactic and laboratory phases of their training in the following practice environments:

- **Acute Care (Option Long-Term Care)**
- **Home Care**
- **Ambulatory Clinic with Infusion Services**
- **Community or Outpatient Pharmacy**
- **Mail Order/Home Delivery**

~~Students achieve the competencies listed below in at least one of the listed sites.during their clinical experiences. These objectives represent the entire scope of activities to be performed by the student, as evaluated by a preceptor.~~

The externship experiences reinforce the competencies and skills learned in the didactic and laboratory settings.

1. **~~Effectively query other health care professionals to collect pertinent patient information.~~**
2. **~~Locate specific information within a patient's medical chart.~~**
3. **~~Identify situations when reviewing patient-specific information that require the attention of the pharmacist.~~**
4. **~~Use first-person and electronic systems to receive prescription/medication orders.~~**
5. **~~Screen prescription/medication orders for authenticity.~~**
6. **~~Create a new patient profile or modify an existing profile according to established procedures.~~**
7. **~~Select appropriate products according to established protocols.~~**
8. **~~Secure inventory from a site's storage system.~~**
9. **~~Use prescription/medication order specifications to count or measure finished dosage forms.~~**
10. **~~Observe the compounding of non-sterile products.~~**
11. **~~Observe the compounding of cytotoxic and other hazardous medication products.~~**
12. **~~Practice principles and procedures for safety when preparing all medications.~~**
13. **~~Practice established safety procedures when disposing of hazardous (where available) and nonhazardous wastes generated during medication preparation.~~**
14. **~~Manually package products using a correct type and size of container.~~**
15. **~~Package products using an automated system (where available).~~**
16. **~~Generate product labels manually or electronically utilizing established procedures, and place primary or auxiliary labels on containers so that all information is visible.~~**
17. **~~Assemble patient information materials following established procedures.~~**

18. ~~Record bulk and special dose medication preparation according to established procedures.~~
19. ~~Record the preparation of controlled substances according to established policies and procedures.~~
20. ~~Store medications according to the manufacturer's recommendation and/or the pharmacy's guidelines.~~
21. ~~Practice principles of quality assurance for all pharmacy practice activities.~~
22. ~~Practice knowledge of interpersonal skills to enhance working relationships.~~
23. ~~Understand Demonstrate workflow management and apply this knowledge for responsible job performance.~~
24. ~~Deliver medications, equipment (including devices), or supplies to the patient.~~
25. ~~Use established medication monitoring techniques to assure an accurate match with the prescription/medication order.~~
26. ~~Use reliable strategies for questioning patients to determine the need for counseling, and assess a patient's response.~~
27. ~~Accept various forms of payment for a prescription/medication order.~~
28. ~~Use interview strategies to secure incomplete patient-specific information from new patients.~~
29. ~~Verify third-party orders called in by a physician (when allowed by state or federal laws) or refill requests called in by a patient.~~
30. ~~Identify the reason for a rejected third-party claim and convey the reason to the pharmacist.~~
31. ~~Complete third-party claims forms.~~
32. ~~Explain responses for claims that may cause distress to the patient and utilize techniques to diffuse emotional reactions.~~
33. ~~Determine payment due for medication orders.~~
34. ~~Record medication distributions (including controlled substances) according to established policies and procedures.~~
35. ~~Follow established policies and procedures for receiving goods.~~
36. ~~Purchase pharmaceuticals, devices, and supplies according to established protocols.~~
37. ~~Store pharmaceuticals, equipment, devices, and supplies in inventory according to established policies and procedures.~~
38. ~~Remove expired, recalled, or discontinued inventory according to established policies and procedures.~~
39. ~~Maintain records for receipt, storage, and removal of controlled substances.~~
40. ~~Maintain a clean work environment.~~
41. ~~Perform sanitation management and hazardous waste handling according to established policies and procedures.~~
42. ~~Practice infection control according to established policies and procedures.~~
43. ~~Accurately calibrate weighing devices and counting devices.~~
44. ~~Store investigational drug products according to established protocols.~~
45. ~~Perform selected monitoring procedures, and explain the reasons for each step.~~
46. ~~Take and record an accurate blood pressure.~~
47. ~~Take and record an accurate radial pulse.~~
48. ~~Determine the presence of a clinically significant adverse drug event (ADE) and contribute to formulation of a strategy for preventing a recurrence.~~
49. ~~Determine the presence of any similar potential ADE's.~~
50. ~~Practice ethical behaviors for pharmacy technician practice.~~
51. ~~Don appropriate attire and practice good personal hygiene for pharmacy settings.~~
52. ~~Practice self-control and negotiation skills to resolve conflicts.~~
53. ~~Utilize sound problem-solving skills for work related problems.~~

~~54. Serve as a solid team member and practice quality consensus-building skills for pharmacy practice.~~
~~55. Practice interpersonal skills to enhance working relationships.~~
~~56. Understand Describe interdepartmental relationships and practice techniques to enhance interdepartmental communication and collaboration.~~
~~57. Assess appropriate communication levels, lengths, and depths for specific audiences.~~
~~58. Practice effective listening skills and body language during the performance of the job.~~
~~59. Assess the listener's comprehension of the message conveyed.~~
~~60. Practice verbal techniques that influence perception and enhance listening.~~
~~61. Bridge communication gaps for non-English speakers or those whose listening abilities are impaired.~~
~~62. Correctly operate word processors and database software.~~
~~63. Correctly use the Internet, e-mail services, and computerized medication information databases.~~

The following is considered in choosing, placing and maintaining externship site affiliations ~~and/or internal clinical~~ experience:

(a) **Assignment**

Externship sites include placement at a facility that performs various types of activities that will expose the student to the necessary skills required of the profession. In all cases, the externship site used is properly licensed and regulated.

(b) **Activities**

An externship includes assisting clinical staff members with daily tasks, while under the supervision of staff. Students are oriented to the facility and the daily routine of the facility. They initially observe activities and procedures and then begin perform tasks and procedures. As their externship experience progresses, they move into more advanced tasks and procedures. Student case logs/check lists are maintained to ensure a variety of tasks performed.

(c) **Supervision**

There is direct supervision of all students in the field while participating in an externship. Programs clarify their role in how their students will be supervised, by whom and visited how often while at their externship site. There is clear and documented communication between the program and the externship site. If the program does not employ a supervisor onsite, a qualified preceptor employed by the externship site, as described in VIII.B.2.a.below for either supervisor or faculty qualifications is responsible for such supervision. The institution ensures that the responsible individual or preceptor understands the program expectations.

Students may not replace existing staff or be compensated while participating in externships and this fact is made known to the student. The student is clearly in addition to the staff/team and not a substitution.

(d) **Requirements for Completion**

Upon completion of the externship ~~or internal clinical~~ experience, students demonstrate entry-level proficiency in all areas of the curriculum. Students also fulfill requirements in accordance with distributions for general and specialty areas and level of complexity.

SECTION B – Program Supervision, Faculty and Consultation

Subsection 1 – Supervision

PHT.B.1. ***The program supervisor possesses supervisory experience and is credentialed in the field.***

State boards of pharmacy may dictate qualifications for program supervision and the courses that they are allowed to teach.

The supervisor is either a licensed pharmacist or is credentialed by a recognized and accredited credentialing agency.

Subsection 2 – Faculty and Consultation

PHT.B.2.a. ***Faculty formal education/training and experience support the goals of the program.***

State boards of pharmacy may dictate the courses faculty may teach based upon their credentials.

PHT.B.2.b. ***Faculty numbers and ratio support the goals of the program.***

Laboratory faculty-to-student ratios are consistent with other programs unless state boards of pharmacy provide stricter requirements or it can be demonstrated that student success outcomes require a smaller ratio.

PHT.B.2.c. ***A program is served by an individual consultant or advisory board of program related specialists to assist administration and faculty in fulfilling stated educational objectives.***

SECTION C – Laboratory Facilities and Resources

PHT.C.1.a. ***The institution's laboratory facilities include the following:***

a. Student stations suitable to number of students
b. Lighting, electrical outlets, ventilation and storage space
c. Physical environment is conducive to instruction and learning

PHT.C.1.b. ***Equipment and instruments are available within the institution's laboratory facility to achieve the program's goals and objectives.***

PHT.C.1.c. ***The institution's laboratory facilities are available for students to develop required skills with faculty supervision.***

Attachment 4

GLOSSARY OF DEFINITIONS

The following definitions are provided for informational purposes only to assist institutions and programs in understanding and interpreting the *Accreditation Manual* and are not to be considered separate standards. The definitions include some of the most commonly used terms and are defined to reflect their most common usage. Theses definitions are drawn from no single resource and are offered by way of example rather than limitation.

Academic – An individual whose current responsibilities focus primarily on the curricular aspects of an educational institution or program. Depending on the nature of the institution, this definition may encompass designations such as dean, department head, instructor, lecturer, mentor, professor, teacher, and trainer, etc. (Note: for Commission and Visitation Team composition, ABHES interprets the broad term "educator" as encompassing both academics and administrators.)

Administrator – An individual whose current responsibilities focus primarily on the managerial aspects of an educational institution or program. Depending on the nature of the institution, this definition may encompass designations such as president, provost, chancellor, treasurer, registrar, and financial aid officers, etc.(Note: for Commission and Visitation Team composition, ABHES interprets the broad term "educator" as encompassing both academics and administrators.)

Advisory Board - A group composed of skilled and knowledgeable individuals from business, industry, and the community organized to advise on current jobs, societal needs, and relevance of the program offerings in meeting the needs of students, society, and the employing community. Recommendations made by the committee are used to design, develop, operate, assess, and support the educational program.

Ambulatory - Any medical care delivered on an outpatient basis.

Annual Report- submitted by every member institution and program in October. The ABHES Annual Report covers the period of July 1st through June 30th of the given reporting year. The report contains questions pertaining to items such as program offerings, retention, placement, credentialing and enrollment.

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. Applied general education courses enhance the ability of an individual to apply academic and occupational skills in the workplace.

Asynchronous Instruction – There is no requirement for learners and instructor to interact in real time.

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 – A field-based 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 site includes specific learning objectives and evaluation criteria.

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

Clock (or Contact) Hour - A minimum of 50 minutes of supervised or directed instruction including allowable break(s).

Competencies- specialized knowledge, skills, and attitudes required for successful performance in a specific occupation.

Contractual Arrangements- Contracts between the institution and any agency, corporation, institution, or individual which involve instruction, recruiting, or consulting services.

Correspondence Education- education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Courses are typically self-paced. Correspondence education is not distance education. ABHES does not currently accredit correspondence courses.

Course- Specific subject matter comprising all or part of a program for which instruction is offered within a specified time period.

Criterion- A characteristic of an institution that must be possessed or demonstrated as evidence of compliance with an accreditation standard.

Curriculum- A program of courses fulfilling the requirements for a certificate, diploma, or degree in a particular field of study.

Default Management- A plan of action followed by an institution to decrease student defaults pertaining to Title IV student financial aid programs.

Deferral- An extension of time granted to an institution for consideration of its application for initial or renewed grant of accreditation, usually because of the Commission's need for additional information.

Degree- Credential awarded for the successful completion of an academic program, normally at least two academic years in length.

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

Directed Study - Directed study is limited to didactic courses within a currently approved program and involves a high level of self-directed learning. Directed study must be under the supervision of a faculty member and a learning contract, signed by the faculty member and the student, must be developed to ensure the course objectives are met. Directed study is the exception and not the rule. The number of courses that a student is allowed to take independently is limited.

Discontinued Program- Any program that has not been in operation for a continuous twelve-month period.

Distance Education (Distance Learning)- A formal educational process that uses one or more of the following technologies listed below (1-4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between students and the instructor, either synchronously or asynchronously.

(1) the internet;
(2) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) audioconferencing; or
(4) video cassettes, DVDs, and CD-Roms used in a course in conjunction with any of the technologies listed in 1 through 3.

Eligibility Requirements- Basic requirements that institutions/programs must meet before consideration is given by the Commission to an application for accreditation (See Chapter II).

Enrollment Agreement- A contract between institution and student that sets forth the program in which a student is enrolled, fees, expenses, and payment plan for the program, and requirements of attendance at the institution (See Appendix E for requirements).

Externship- see Clinical Experiences.

Faculty- Individuals who provide instruction.

Faculty Records- Required documentation for faculty members' files (See Appendix E, Section B for requirements).
Financial Aid- Monetary assistance that is available to assist students in meeting educational program costs (e.g. Workforce Initiative Assistance, Title IV funds).

Full-time Student - A student enrolled for 12 or more semester credits, 12 or more quarter credits or 24 or more contact hours a week each term.

General Education- Those areas of learning which are deemed to be the common experience of all "educated" persons, including subject matter from the humanities, mathematics, sciences, and the social sciences. Examples of General Education include:

Humanities- literature, philosophy, logic, foreign language, art, music appreciation, communications, including composition and speech.

Mathematics & the Sciences- biology, chemistry, physics, geology, astronomy, algebra, trigonometry, geometry, calculus and other advanced mathematics courses.

Social Sciences- history, economics, political science, geography, sociology, anthropology, and general psychology.

General education courses directly applicable to the specific occupation are considered applied general education courses (e.g., medication math, psychology for health professionals, and business math). These applied courses satisfy the general education requirement for AOS degree programs.

Generally Accepted Accounting Principles (GAAP)- Standard guidelines for preparing financial statements, which include as a minimum: Accountants' Report, balance sheet, income statement, statement of cash flows, and all appropriate footnotes to financial statements and relevant disclosures.

Grant- The accreditation provided to an institution or program.

Grievance Procedure- A documented procedure for addressing any complaints by students, faculty, staff or the general public.

Information Technology- Method or modes of delivering training, education, or research information via current or new telecommunications technologies, such as television broadcasts, closed circuit television systems, cable television, satellite transmissions, computers and computer-based access to external learning resources, videotape, and interactive video disc, audio by disc, tapes or broadcasts, and other such information and telecommunications systems that alone or in combination assist in teaching and learning.

Institutional Accreditation- A grant of accreditation provided to an institution that meets the accrediting body's standards.

Institutional Effectiveness Plan- A written plan that outlines a systematic process for evaluation of institutional outcomes.

Institutional Mission- The educational purpose to which the institution is committed, in terms of which it provides its programs and services.

Internal Clinical Experiences - see Clinical Experiences.

Internship- see Clinical Experiences.

Laboratory- The facility/classrooms in which students practice skills/procedures presented in theory.

Last day of attendance- Projects, clinical experience, lecture, or examination completed by a student.

Lecture- The theory or didactic portion of courses taught as part of a program.

Lower Level Course- Freshman and Sophomore level courses (100 or 200 level) found in degree programs.

Main Campus- The main campus of an institution holds the accreditation for all of the locations where education is offered.

Market Survey – A study done of local business and industry to assess program need to include such things as employment opportunities, externship site availability, employee skill set requirements, equipment and credentialing preferences for graduates.

Objective- Explication in more specific terms of ideas and activities inherent in the statement of mission and the goals to which an institution aspires.

Orientation- A scheduled time during which students are provided direction on dealing with the many facets of school experiences, including time management, note-taking, study techniques, and use of applicable technology as appropriate.

OSHA- Occupational Safety and Health Administration, which provides safety regulations for operation of laboratories and clinical settings (See Appendix H for requirements).

Outcomes- The information by which an institution measures its effectiveness.

Part-time student - A student enrolled for either 11 or fewer semester credits, 11 or fewer quarter credits, or fewer 24 contact hours a week each term.

Placement- (1) An active service provided for students in their search for employment and (2) A graduate of a program who is employed in the field or related field of training.
Postsecondary- Education provided at a post-high school level.

Practicum- see Clinical Experiences.

Preceptor- An individual responsible for instruction and oversight of students on clinical sites.

Practitioner – An individual who is currently and primarily employed as a healthcare-related specialist. Depending on the nature of the practice, this definition may encompass designations such as medical assistant, medical laboratory technician, and surgical technologist.

Professional Development - The process of developing and improving instructor or staff competencies regarding rigorous and relevant content, strategies, and organizational supports that ensure the preparation and career-long development of instructors and others whose competence, expectations, and actions influence the teaching and learning environment (e.g., attendance at professional seminars, professional organizations, and/or continuing education courses related to courses assigned to teach).

Program- A combination of courses and related activities (e.g. laboratory, externship, competency achievement) that lead to the awarding of a credential.

Programmatic(Specialized) Accreditation- A grant of accreditation for a specific program (e.g., Medical Assistant, Medical Laboratory Technician, Surgical Technology).

Public Member – An individual serving on the ABHES Commission who is neither a healthcare-related practitioner nor directly affiliated with healthcare-related education.

Refund- An amount of monies paid to the institution determined to be returned to appropriate agencies and/or students using institutionally or state defined policies.

Retention- (1) A system put in place by an institution which facilitates that students who enter a program, complete it. (2) Housing student records in a safe place that is accessible.

Satisfactory Academic Progress- The progress of students in their educational program toward successful completion of a program of academic study (See Appendix B for requirements).

Scholarship- A financial grant which does not involve repayment by a student. Financial need may or may not be a consideration as criteria when applying for a scholarship award.

Staff- The supervisory and non-instructional personnel employed by an institution.

Standards- (1) General conditions determined to be essential for objectives to be realized. (2) Characteristics or outcomes which state a level of expectation against which institutions or programs can be assessed.

Student Records- An accumulation of school related documentation that is maintained throughout a student's enrollment (See Appendix E, Section A for requirements).

Substantive Change- An alteration in a program's mission, status within the larger academic setting, coordination, curriculum or other areas, that is significant enough to alter compliance with standards or affect the ability of a program to maintain compliance (See Chapter III, Section B).

Sustaining Fee- Money required to be paid to an accrediting agency on an annual basis, generally based on the gross tuition collected by the institution.

Syllabus- A description of how a course will be taught with a planned sequence of content, materials and activities. A course syllabus must reflect the most recent trends, developments, and instructional materials for the specific subject areas. (See Appendix G for requirements).

Synchronous Instruction- Synchronous literally means "at the same time". Instructor and students are able to communicate with each other in "real time", for example, a classroom setting, through video conferencing, or interactive television.

Telecommunication- The use of television, audio, or computer transmission (e.g., open broadcast, closed circuit, cable, microwave, satellite audio conferencing, computer conferencing, video cassettes or discs) to teach.

Term- A block of time during which a course or series of courses takes place (i.e. academic term, semester or quarter).

Terminal Degree- The highest credential generally available in a discipline (e.g. advanced degrees such as an earned doctorate or a master's degree in some disciplines; a baccalaureate degree in some fields; a 2-year degree in occupational areas).

Third-Party Contract- A contract between two parties in which the institution/program relinquishes, or shares, part of the management, delivery of education, administration, or any other major institutional function.

Transcript- The permanent academic (educational) record of a student's achievement.

Upper Level Course- Junior and Senior level courses (300 or 400 level) found in degree programs.

Virtual Library- A full text library available to students and staff via computer.

Withdrawal- (1) The termination of a student's attendance in class or in all classes before the end of a term. (2) An action by the Commission terminating an institution's accreditation when warranted for non-compliance with requirements.

Attachment 5 (revisions applicable to distance education)

CHAPTER II – INSTITUTIONAL ELIGIBILITY AND CLASSIFICATIONS

SECTION B – Classifications of Facilities

Subsection 3 – Separate Classroom

A separate classroom meets the following requirements:

- Staff is limited primarily to instruction.
- Administration is from the main or non-main campus to which it is assigned.
- A complete program of instruction is not provided to ensure students spend an adequate amount of time at the main or non-main campus to avail themselves to the administrative, student, and educational services offered by the institution.
- All permanent records are maintained at the main or non-main campus.
- It has a different address from the main or non-main campus and is within customary and reasonable commuting distance of that campus. If the classroom is within reasonable walking distance, it is considered a part of the main or non-main campus.

Facilities used to provide distance education methods of delivery are exempt from meeting the requirements for a separate classroom space.

APPENDIX H
DISTANCE EDUCATION

This appendix has been developed for institutions engaged in distance education delivery methods. ~~**NOTE:**~~ Requirements identified in Chapters III**, *General Procedures*,** and ~~IV~~ **V**, ~~**Eligibility and General**~~ *Evaluation Standards* ***Applicable to all Educational Programs***, of the ABHES *Accreditation Manual* apply, in their entirety, to distance delivery methods.

The following is a list of **requirements** ~~guidelines~~ to be applied to such delivery methods. **An institution or program:**

1. ~~An institution's~~ **P**ublishe**s** objectives **that** identify or incorporate the ~~utilization~~ **use** of distance education delivery systems (synchronous or asynchronous).

~~2. Course or program objectives accurately describe the distance education delivery methods used.~~

2. ~~3.~~ ~~An institution~~ **A**ssesses the educational effectiveness of its distance education delivery systems through the use of its Program Effectiveness Plan.

3. ~~4.~~ **Has a minimum of one non-school employee representative specializing in the method of delivery on its advisory board.** ~~An individual, and with has professional expertise in distance education serves as a member of an institution's advisory board~~.

4. **Has an individual trained and experienced in the design and delivery of distance education who is (i) employed by either the institution or its parent corporation, and (ii) participates in the development of the instructional design of the distance delivery model being used by the institution/program.**

5. **Employs an on-site individual responsible for** overseeing the delivery of the online **course(s)**.

6. ~~An institution~~ **M**aintains documentation of ABHES approvals for distance education activities **and is** ~~Institutions are~~ in compliance with all applicable local, state and federal regulations and laws.

7. **Discloses d**elivery methods ~~are properly disclosed and explained~~ in institutional publications.

8. ~~Evidence~~ **Maintains records** ~~document~~ of third-party contractual arrangements ~~in~~ regarding delivery of distance education ~~must be on file, as applicable~~**.**

9. **Discloses s**pecialized or different fees associated with distance education ~~are properly disclosed~~ **to prospective and current students**.

10. ~~There is~~ **Documents regular and substantive interaction** ~~interaction~~ ~~required competencies~~ **between faculty and students and among students in distance education courses and that student-faculty ratios can support such activities.** ~~Monitoring activities provide an appropriate record for evaluating student progress.~~

11. **Documents e**xternship **activities** ~~requirements~~, if applicable, ~~are properly maintained in~~ regard**ing** ~~to~~ student placement, supervision and evaluation.

12. **Provides o**rientation ~~activities~~ specific to distance **learning** ~~education~~ ~~activities are provided~~ to ~~distance education~~ students **prior to the first day of class to acclimate them to the distance education learning methodology and navigating the online classroom.**

13. **Establishes and documents a process to demonstrate that its instructors (i) have the requisite education and experience, and (ii) have been trained in the delivery of distance education specific to its online learning platform**. ~~Faculty is adequately trained and certified by the institution in the delivery of distance learning specific to its online learning platform and use of distance education technologies.~~

~~14.~~ ~~Uses qualitative and quantitative measures of student achievement that document that student faculty ratios and teaching loads are appropriate to achievement of required educational outcomes.~~

14. **Implements an effective plan to ensure quality online faculty.**

15. **Publishes the** technology resources required for successful program **or course** completion. ~~are properly disclosed in institutional catalogs, web sites, syllabi and other published materials.~~

16. **Provides a means to verify the hardware and software capability of the student's computer to meet the technical requirements of the program or course.**

~~17. Provides instructional resources used to deliver distance education courses or programs are appropriate. equipment, and physical simulators that (i) are used during distance education course or program by students and that such use prior to externship is verifiable through accurate records, measurements, and assessments, (ii) are appropriate for required competencies, and (iii) meet the objectives of the program and course.~~

17. **Verifies the identity of a student who participates in distance education coursework methods, such as a secure login and pass code or proctored examinations, and new or other technologies that are effective in verifying student identity.**

18. **Uses processes that protect student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity.**

~~20. Assesses the student's ability to use physical simulators (e.g., phlebotomy, infusion, injection, etc.) during the lab/clinical components of the program where the program requires training in invasive procedures.~~

19. **Demonstrates that the selected online learning management platform has (i) an infrastructure that ensures against short- and long-term data loss, and (ii) enough bandwidth to deliver learning materials without noticeable slowdowns in internet connectivity.**

20. **Provides student services and technical support specific to distance education activities to assist students in completing the requirements of the program.**