

# MAERB Spring Report 2016

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## Webinar for Program Directors

The MAERB Office is sponsoring a Webinar designed for CAAHEP-accredited Program Directors and other interested faculty and/or administrators. The focus will be on CAAHEP Standard III.D “Resource Assessment”:

### **D. Resource Assessment**

The program must, at least annually, assess the appropriateness and effectiveness of the resources described in these **Standards**. The results of resource assessment must be the basis for ongoing planning and appropriate change. An action plan must be developed when deficiencies are identified in the program resources. Implementation of the action plan must be documented and results measured by ongoing resource assessment.

This webinar will provide guidelines and advice for programs in order to help programs effectively evaluate their resources.

In addition, there will be a number of other helpful announcements about the accreditation process, MAERB, and CAAHEP.

Please register for MAERB Program Directors Webinar: Assessing Resources on Apr 6, 2016 2:00 PM CDT at: <https://attendee.gotowebinar.com/register/3502569430007811585>

If you are not able to attend this webinar, it will be recorded and put on the MAERB website for your easy access.

## ARF Outcome Publication

Due to some shifts in CAAHEP's schedule, the MAERB has slightly altered its process for CAAHEP-accredited medical assisting programs to report its publication of one of the ARF outcomes. Program Directors of CAAHEP-accredited medical assisting programs were sent this revised schedule at the end of December. The background for the requirement is outlined below the schedule. In addition, you will find some sample language for publishing the outcome at the end of the explanation, along with some possible sites for posting the required outcome.

If your program offers two different CAAHEP-accredited awards, then you will need to report an outcome for each award.

Prior to publication, programs must have received their official ARF review letter from the MAERB office.

### SCHEDULE

The schedule for a program with a fall ARF:

- The program submits its 2015 ARF in the fall and receives an ARF review letter from MAERB no later than February 1, 2016.
- The Program Director then consults with the sponsor administration, the advisory committee and other relevant communities of interests to determine what outcome to publish.
- The outcome is then published by April 1, 2016.
- The program will then provide MAERB the link to the information by accessing the form at this link: <https://www.surveymonkey.com/r/ARFOutcomes>

The schedule for a program with a spring ARF:

- The program submits its 2015 ARF in the spring and receives an ARF review letter from MAERB no later than May 2, 2016.
- The Program Director then consults with the sponsor administration, the advisory committee and other relevant communities of interests to determine what outcome to publish.
- The outcome is then published by June 1, 2016.
- The program will then provide MAERB the link to the information by accessing the form at this link: <https://www.surveymonkey.com/r/ARFOutcomes>

### BACKGROUND INFORMATION

In the 2015 *Standards and Guidelines for the Accreditation of Educational Programs in Medical Assisting*, Standard V.A.4 states the following:

The Sponsor must maintain, **and make available to the public**, current and consistent summary information about student/graduate achievement that includes the results of one or more of the outcomes assessments required in these **Standards**.

The language highlighted in red is a significant shift from the 2008 *Standards and Guidelines*, as previously sponsors were asked to maintain this information in their files and provide it only upon request.

The change in the language is part of the CAAHEP template for *Standards and Guidelines* and applies to all of the Committees on Accreditation (CoA) that are a part of CAAHEP. In brief, CAAHEP is responding to a new requirement set forth by the Council for Higher Education Accreditation (CHEA), the body that recognizes CAAHEP’s authority to accredit programs, that at least one of the outcomes be made public. As a CAAHEP CoA, MAERB is required to comply with this new requirement.

MAERB has put in place MAERB policy 210 that outlines the requirement for publishing the ARF Outcome. As of spring 2016, programs will be required to publish at least one outcome taken from the MAERB Annual Report Form, with the option of publishing more than one. The outcome data published must be the precise data from the program’s most recent ARF that has received an official letter of review by MAERB. A program can choose which outcome to publish, but it needs to be the five-year weighted average, a line that has been added to the Annual Report Form as of the 2015 ARF. Below you will see an example of the ARF dashboard that you see for your program, and the last row represents the five-year weighted average.

Before submitting this cohort data you must complete the follow

Year	Retention	Placement	Grad Part	Grad Sat	Emp Part	Emp Sat	Exam Part	Exam Pass	# Grads from admissions cohort
	>=60%	>=60%	>=30%	>=80%	>=30%	>=80%	>=30%	>=60%	
2014	79.17%	72.73%	45.45%	100.00%	57.14%	100.00%	83.33%	73.33%	11
2013	54.55%	50.00%	22.22%	75.00%	25.00%	50.00%	23.08%	33.33%	18
2012	64.00%	62.50%	37.50%	50.00%	33.33%	100.00%	NA	NA	16
2011	69.44%	72.00%	100.00%	100.00%	31.25%	80.00%	NA	NA	25
2010	66.67%	64.29%	85.71%	58.33%	33.33%	100.00%	NA	NA	14
5 year	66.19%	64.29%	61.90%	82.69%	34.69%	88.24%	58.06%	66.67%	84

It is required that this outcome be published in a document that is accessible to prospective and current students, graduates, and the public.

Prior to publication, programs must have received their official ARF review letter from the MAERB office.

### SAMPLE LANGUAGE

You have a number of options of how you present the five-year weighted outcome to your communities of interest, so there is no right or wrong answer. Below are a number of sample options.

1. Medical assisting program at X institution has a job placement rate average of 64% over the past five years.
2. Graduates of the Medical Assisting program at X institution are satisfied with the education that they receive at X institution, as there is an average 83% graduate satisfaction rate over the past five years.
3. Medical assisting program at X institution has an average retention rate of 66% for the past five years, and there are a number of support services available to students so that they can successfully complete the program.
4. Five-year average for employer satisfaction: 88%

## ACCEPTABLE PLACES TO POST THIS INFORMATION

It is required, as Standard V.A.4 outlines, that this information be easily accessible to the public, and, with that in mind, the following documents are acceptable:

1. Institutional Catalog
2. Institutional Page that lists accreditation information
3. Program Web page
4. Online Student Handbook accessible to current students and incoming students

The important issue is that the information be accessible to the public, so the easiest venue is the website for that information. At the same time, if the program has documents that are regularly mailed out, that is an option.

It is not acceptable to provide this information only on internal documents. In other words, it is not enough to include it ONLY on your advisory meeting minutes. You should certainly be sharing your outcomes with your advisory committee, but this information does need to be publically posted.

### Applications being accepted for MAERB Site Surveyors

MAERB will start accepting applications now, with a deadline for April 15, 2016, for volunteers to serve as MAERB Site Surveyors for site visits beginning in January 2017. Program Directors of CAAHEP-accredited medical assisting programs are invited to apply; in addition, we ask you to share this information with faculty, administrators, medical assisting practitioners, and physicians, as they are also eligible to apply.

You will find an application at the MAERB website ([www.maerb.org](http://www.maerb.org)) on the Surveyors Tab that needs to be filled out and submitted to Judy Liptay ([jliptay@maerb.org](mailto:jliptay@maerb.org)) by April 15, 2016. There is a required training that will be held at the AAMA Annual Convention in Reston, VA on Monday, September 19, 2016. This one-day training is free, but participants are responsible for their own travel expenses, food, and lodging. Participants in the MAERB Surveyor Training are not required to register for the AAMA Annual Convention. There will be a limited number (1-2) of \$500 Surveyor Training grants available.

Listed below are the responsibilities of serving as a MAERB Site Surveyor:

- Attend a one-day required training session
- Conduct at least one 2-day site visit per year (we will always ask if you can do more)
- Spend 10-15 hours preparing for the site visit
- Comply with MAERB's timeframes for completing the work
- Participate in four hours of annual training per year conducted via webinar or learning management system.

MAERB Surveyors fit into one of the following categories:

- Medical Assisting Educator
  - be employed at least 30% of a full-time contract in a CAAHEP-accredited medical assisting program in good standing
  - have at least two years' experience as a faculty member
  - have formal training in curriculum and instruction

- have a minimum of an Associate degree
- Hold a current NCCA or ANSI-accredited medical assisting credential
- Medical Assisting Practitioner
  - Work as a medical assistant for at least a minimum of 20 hours per week
  - be a graduate of a CAAHEP-accredited medical assisting program
  - have experience with medical assistant education, such as serving as a part-time faculty, practicum supervisor, or Advisory Committee member
  - hold a current NCCA or ANSI-accredited medical assisting credential
- Dean/Administrator in allied health
  - be employed by an educational institution having a CAAHEP-accredited medical assisting program
  - have experience in working with programmatic or institutional accreditation
- Physician
  - hold an unrestricted license to practice medicine within the United States

MAERB Surveyors have a range of specialties and experiences, as they come from and serve a diverse group of medical assisting programs. It is expected that all surveyors will have a background, with varying levels of expertise, in the following areas in order to serve effectively on a survey team.

- Competency-based educational theory and performance
- Outcomes assessment
- Curriculum design and development in medical assisting
- Postsecondary education institutional processes and procedures
- Current trends and expertise in the field of medical assisting
- Principles of institutional administration, such as the fiscal policy and planning and organizational structure

In addition, there are a number of personal attributes that are very important in order to be effective as a surveyor. Surveyors need to demonstrate tact, sensitivity, collegiality, objectivity, professionalism, and open-mindedness. Effective communication skills are also highly important, as the surveyors have the responsibility of addressing a number of different audiences. Along with all of that, it is expected that surveyors complete their duties within the timeframes that are allotted and focus specifically on the tasks at hand.

### Curriculum Change Process, 2008 to 2015 Standards

Because all programs will be making curriculum changes in order to replace the 2008 Core Curriculum with the 2015 Core Curriculum, the MAERB office will be streamlining the process. It is expected that programs will implement the 2015 Core Curriculum no later than the fall of 2016. Instead of filling out a Curriculum Workbook regarding these changes, Program Directors will be asked to fill out an online form, which can be accessed at the following link: <https://www.surveymonkey.com/r/15CoreCurr>

This form is due September 2<sup>nd</sup>, 2016. More details are provided below.

We want to ensure the Program Directors fill it out after they have started to change their syllabi. In other words, it is not designed for Program Directors to share their plans; rather, they need to share what they have already changed.

In terms of updating course materials for the 2015 Core Curriculum, a helpful resource is the “MAERB Core Curriculum Crosswalk, 2008 to 2015” that details the changes that have been made. There are a number of new cognitive objectives and psychomotor and affective competencies, yet many of those additions are directly connected with content areas that were already a part of the 2008 Core Curriculum. There are also adaptations that reformat and/or revise existing cognitive objectives and psychomotor and affective competencies.

Program Directors will be asked to complete the following in the online form:

- Outline where you have incorporated the new nutrition cognitive objectives and psychomotor and affective competencies by listing the course(s) in which they are taught and at what point in the program the students will be taking the course(s).
- Explain the timeline for complete implementation of the 2015 Core Curriculum, stating when it will be taught and assessed in its entirety.
- Attest to the implementation process
- Provide feedback and questions about the process in order to help MAERB in designing training options.

Every program will be required to fill out a form in order to demonstrate that they have made the changes. The forms will be reviewed for completion, and the program will receive a letter that acknowledges satisfactory submission of these changes. MAERB will be doing some random audits just to ensure the accuracy of the submissions. In general, however, the accuracy of the incorporation of the 2015 MAERB Core Curriculum will be officially verified when the program goes through its next site visit. Because the curriculum changes that are made for the 2015 MAERB Core Curriculum apply to all programs, there will be no submission fee.

Programs are required to submit the form by September 2, 2016. You can access it by going to the following link: <https://www.surveymonkey.com/r/15CoreCurr>

All other curriculum changes that are not directly linked to the changes in the 2015 MAERB Core Curriculum will need to follow the MAERB policy and process that is outlined in MAERB Policy 235. Those changes include, but are not limited to, a change in the method of delivery modality and a change in the total number of clock or credit hours.

If you have any questions if you need to submit a curriculum change request, send your Case Manager a letter outlining your changes, and the Case Manager will review the letter and inform you if you need to take further action.

### [Information for Programs being visited in 2016](#)

The site visits in 2016 are still focusing on the 2008 MAERB Core Curriculum. At the same time, beginning in the fall of 2016, programs will begin implementing the 2015 MAERB Core Curriculum. Because the 2008 MAERB Core Curriculum is being phased out, if a program being visited in 2016 receives any curricular citations, the MAERB office will be doing a crosswalk and replacing the 2008 cognitive objectives and psychomotor and affective competencies with the comparable citations from the 2016 Core Curriculum. If the program has any curricular citations, the CAAHEP letter that the programs receive will contain the 2015 Core Curriculum. The goal is to ensure that programs move

ahead with implementing the 2015 MAERB Core Curriculum. If you have any questions, please feel free to contact your Case Manager.

### Fee Increases, July 1, 2017

As of July 1, 2017, MAERB is putting into place the following fee increases:

**Continuing Accreditation Application Fee:** \$800 (increased from \$500). If there is additional campuses or programs, the fee will be \$400 (increased from \$250) for each additional campus or program. Programs pay these fees four months prior to the scheduled site visit.

**Initial Accreditation Fee:** \$1500 (increased from \$1200). Programs going through initial accreditation pay that fee.

**Program Director Change:** \$350 (increased from \$300)

**Practicum Coordinator:** \$75 (increased from \$50)

**Late fees:** \$250 (increased from \$200)

Programs and sponsoring organizations will be receiving an official notification of this change via email as well.

### Naming conventions for Self-Studies and Appendices

As of September 1, 2015, programs submitting Self-Studies for visits under the 2008 *Standards and Guidelines* for site visits in 2016 are required to use a specific naming protocol for the Self-Study Report (SSR) and the required appendices. (A similar protocol has been developed for programs being visited under the 2015 *Standards and Guidelines*, and it is included in the Self-Study Report (SSR) template.) There are two goals in standardizing the naming protocols for the Self-Study and the appendices. First, it will make it easier for both the program and the site surveyors, as the program will not have to devise its own naming patterns and the surveyor will, due to the standardization, be able to immediately recognize the patterns. And, second, it has been found that the length of the titles of documents has affected the stability of the documents. With specific and abbreviated naming conventions, MAERB will be able to ensure the stability of the documents and the stability of the MAERB server.

Programs preparing Self-Studies for visits scheduled for 2016 will be able to access the specific naming conventions at the MAERB website. There is a document titled “Naming Protocol: MAERB Self-Study and Appendix Names” that can be found on the Documents tab of the website under the section “Site Visits and Program Directors.” For site visits that take place beginning in 2017, the instructions for the naming conventions of appendices will be included in the SSR template.

### MAERB Core Curriculum—Seeking Resources

In order to provide more support to the Program Directors, the MAERB office is soliciting suggestions and samples of tests, assignments, and rubrics from those who are teaching and working within CAAHEP-accredited medical assisting programs.

If you have some evaluations and assessment tools that you would like to share with the community of CAAHEP-accredited medical assisting programs, please email those materials to the following email address: [collaboration@maerb.org](mailto:collaboration@maerb.org) Those materials will be reviewed by the MAERB members, and, if deemed appropriate, they will be shared with the community of people working within CAAHEP-

accredited medical assisting programs. When you submit a suggested evaluation, please clearly indicate the competency(ies) that it fulfills and share the method of assessing achievement for that competency (ies). By submitting a suggested evaluation and assessment, you are indicating that you are willing to share it with the community.

Please also let us know through the [collaboration@maerb.org](mailto:collaboration@maerb.org) mailbox any other curricular resources that you find useful, so that MAERB can continue to support the implementation of the 2015 MAERB Core Curriculum.

### Annual Report Form (ARF)

In order for Program Directors to plan effectively, outlined below are the specific due dates of the fall and spring 2016 ARF deadlines.

Fall Submissions, 2016 ARF (2015 admission cohorts and updates)

**August 19, 2016:** Program Directors receive a notice informing them that in 30 days they will be able to access the ARF.

**September 16, 2016:** Program Directors begin to access their ARF in order to submit their data.

**October 21, 2016:** Deadline for ARF submission (no grace period)

Spring Submissions, 2016 ARF (2015 admission cohorts and updates)

**December 16, 2016:** Program Directors receive a notice informing them that, in approximately 30 days, they will be able to access the ARF.

**January 13, 2017:** Program Directors can access their ARF in order to submit their data.

**February 17, 2017:** Deadline for ARF submission (no grace period)

### Resources for Medical Assisting Programs with visits in 2017

Starting in January 2017, visits will be conducted using the 2015 *Standards and Guidelines*. The MAERB office has developed a number of new resources to support Program Directors who are being visited under the 2015 *Standards and Guidelines*. On the Documents tab (<http://www.maerb.org/Documents/tabid/125/Default.aspx>) of the MAERB website, you will find the following new resources, with the specific section in which it is found indicated in parentheses:

- **MAERB Core Curriculum Crosswalk, 2008 to 2015:** This lengthy document provides a crosswalk between the 2008 and 2015 MAERB Core Curricula. This document will help you to see which competencies and objectives have been dropped, added, revised, or moved.
- **Sample Resource Assessment Form, 2015 (Program Resources/Accreditation Resources):** The MAERB has created two sample Resource Assessment Forms in order to help new and continuing Program Directors conduct their annual resource assessment. One sample was developed using the form that is included in the 2008 Self-Study Template, and the other sample was developed using the form that is included in the 2015 Self-Study Template. The template is optional, but it has been designed in conjunction with Standard III.D.
- **Documents for On-Site Review and Document Checklist, 2015 Standards and Guidelines (Site Visits & Program Directors):** For site visits beginning in 2017, Program Directors will be required to provide the site surveyors with electronic documentation. This handout provides some

guidelines for how to best design and organize the electronic documentation for the site surveyors.

- **Practicum Evaluation of Students, 2015 Standards and Guidelines** (Program Resources/Accreditation Resources): This optional resource includes the 2015 MAERB Core Curriculum for practicum supervisors to evaluate the students during their practicum.
- **2017 Site Visit Instructions** (Program Resources/Accreditation Resources): This handout is designed for Program Directors who will have visits in 2017 under the 2015 *Standards and Guidelines*. This information will be incorporated into the *Program Director Handbook* in the summer of 2016, but we are publishing it now as a separate excerpt in order to provide support in advance.
- **Continuing Accreditation Self-Study Report Template, 2015 Standards and Guidelines** (Site Visits and Program Directors): This template is designed for continuing accreditation programs that will be visited in 2017 under the 2015 *Standards and Guidelines*. This template is the one that will be completed in preparation for the visit.
- **Initial Accreditation Self-Study Report Template, 2015 Standards and Guidelines** (Site Visits and Program Directors): This template is designed for initial accreditation programs that will be visited in 2017 under the 2015 *Standards and Guidelines*. This template is the one that will be completed in preparation for the visit.
- **Site Visit Agendas** (Site Visits and Program Directors): This form has been updated to include options for multiple campus programs that are being visited for three days with two surveyors or two days with three surveyors.

### Proposed Policy Changes

Below you will find two proposed policy changes that were discussed at the MAERB January 2016 meeting. As MAERB is committed to getting feedback from the CAAHEP-accredited Program Directors, we would like to provide you with the opportunity to ask questions and provide feedback. You can do so at the following link: <https://www.surveymonkey.com/r/37G35GC>

The proposed changes to Policy 220 are not substantive; rather, they highlight the outcome as opposed to the process. Programs will still be required to track that students have achieved all of the MAERB Core Curriculum psychomotor and affective competencies. The policy is no longer specifying which types of tracking mechanisms could be used; instead, MAERB is focusing on the results of the tracking. You will note in the “Examples and Procedures” that the term “tracking mechanism” is defined in detail.

Policy 305 has changed significantly for programs that are going through initial accreditation site visits starting in January 2017. The policy adds some new requirements for those programs in order to ensure that they are complying with the specific outcomes.

### Policy 220: Retention of Course Documents and Student Achievement Records

- I. For every course within the Medical Assisting Curriculum, programs are required to maintain the following materials for the most recently assessed group of students who took the course in order to demonstrate the following for the cognitive objectives and psychomotor and affective competencies.

- a. **Content is being taught:** The syllabus and/or course outline that contains the list of textbooks or other required materials, the schedule of classes, readings and assignments, and the following information provided to the students:
  - i. Course Objectives
  - ii. Grading Policy
  - iii. Grading Scale
  - iv. Cut-off score or pass/fail standards necessary to pass the cognitive objectives and psychomotor and affective competencies
  - v. Statement that students must pass 100% of the psychomotor and affective competencies in order to pass the course and progress in the program
- b. **Content is being assessed:** Blank copies of all the assessment tools that were used to assess students for the cognitive objectives and the psychomotor and affective competencies. Those assessment tools could include exams and/or assignments for the cognitive objectives and skills assessment tools or check-off sheets for the psychomotor and affective competencies.
- c. **Content is being evaluated and/or achieved:** The official roster of students of the most recent group of students who took the course, along with the following material:
  - i. Gradebooks (all the grades which includes test scores, assignments, and so on achieved by each student in the course)
  - ii. Transcripts (official or unofficial record issued by the registrar for the student, including the final grade for the specific course) that serve to document the final evaluation for the group of students
  - iii. ~~A tracking mechanism that indicates that all the MAERB Core Curriculum psychomotor and affective competencies have been achieved by each student passing the given course.~~ ~~master competency checklists~~ **OR**
  - iv. ~~iii. a detailed gradebook that documents the assessment of the students on each individual psychomotor and affective competency~~ **OR**
    1. ~~the dated, evaluated assessments for all of the students indicating that they have been assessed on each of the psychomotor or affective competencies for that course.~~

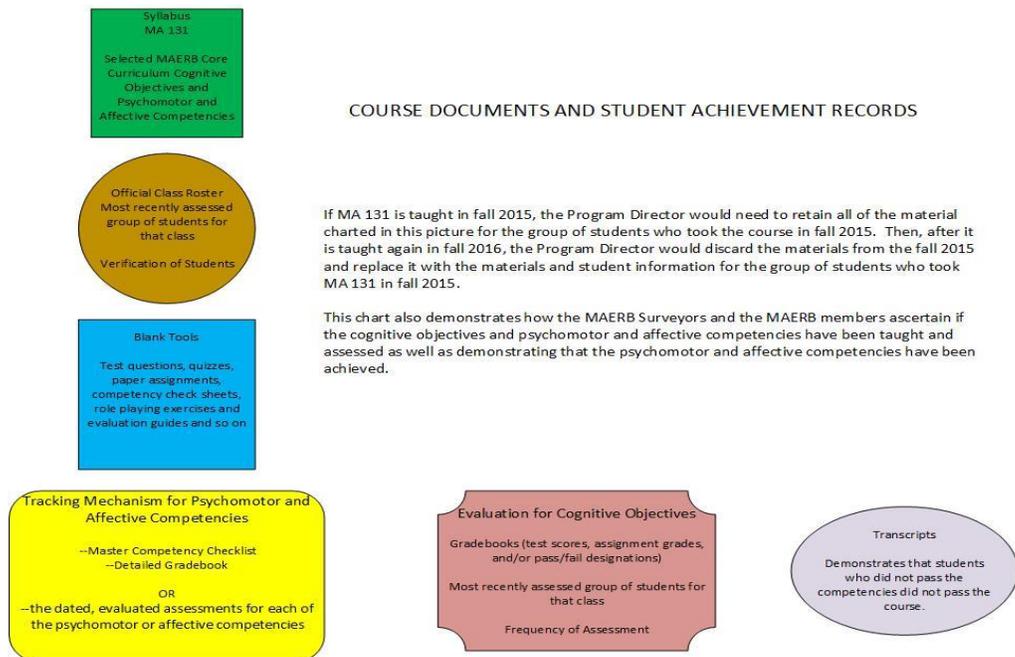
## EXAMPLES AND PROCEDURES

For every course within the medical assisting curriculum, the program needs to retain the materials listed above for the most recently assessed class of students who took the course. For example, if a program offers MA 131 in the fall 2015, the materials listed above need to be maintained for the students who took that course. The Program Director will need to keep the class roster of all of the medical assisting students who took the course, the gradebook (paper or electronic) that includes all of the grades or pass/fail designations for the quizzes, exams, exercises, projects, and so on for the completed course. In addition, there needs to [be a tracking mechanism that documentation documents](#) that the students [who](#) have passed [the course have successfully achieved](#) all of the MAERB Core Curriculum psychomotor and affective competencies. [Examples of tracking mechanisms can include the following: a Master Competency Checklist, a detailed gradebook that contains all of the psychomotor and affective competencies, an electronic form, and so on.](#) -These materials need to be kept until the course is taught again in, hypothetically, fall 2016. Then, at the conclusion of the course, they will be replaced with the same materials for those students who took it in fall 2016.

The transcripts of those students do not need to actually be kept in the Program Director's files, as they are available in the Registrar's office. At the time of the site visit and/or requested focused visit, however, those transcripts need to be available to the surveyors.

The ongoing retention of these materials is important in case MAERB were to require a focused site visit of a program. In addition, the material is what is required for the comprehensive visit.

MAERB Policy 220 focuses on the group of students to have most recently completed a given class, while the ARF focuses on admissions cohorts.



### Policy 305: Initial Accreditation

Initial Accreditation is the first status of accreditation granted by CAAHEP to a program that has demonstrated substantial compliance with CAAHEP *Standards*. The following conditions must be satisfied in order for the program to be eligible to progress in the process toward initial accreditation.

- I. There must be graduates from the program prior to the granting of initial accreditation.
- II. The Self Study Report must clearly demonstrate fulfillment of the following accreditation requirements; if one or more of these requirements are not fulfilled, the accreditation process will be postponed.
  - a. Documentation of current institutional accreditation with a USDE-approved institutional accreditor and/or appropriate consortium agreement
  - b. Fully qualified program director
  - c. Practicum that is at least 160 hours in an ambulatory health care setting

- d. A curriculum containing objectives and competencies from all content areas in the *MAERB Core Curriculum*.
- III. If a program is not in substantial compliance with the *Standards* at the time of the site visit, it may receive a recommendation for Withholding Accreditation.
- IV. Initial Accreditation, once granted, is for a period of five years.
  - a. \*\*\*At the end of three and a half years, programs holding initial accreditation are required to submit to MAERB, at an assigned date, the following information:
    - i. Three years of advisory committee meeting minutes
    - ii. Three years of resource assessments
    - iii. Three years of raw data supporting the most recently completed Annual Report Form
    - iv. An explanation of why the program has chosen a specific outcome to publish
    - v. All of the published versions that advertise the Statement of Accreditation Status (Policy 110)
  - b. At the end of the five years, the program may be recommended for continuing accreditation for no more than an additional five years, as the total number of years between the initial site visit and the next comprehensive review can be no more than ten years.
  - c. If no such recommendation is made by MAERB, the Initial Accreditation will automatically expire.
    - i. A program may request reconsideration of the MAERB's decision to allow Initial Accreditation to expire.
      - 1. The MAERB's final decision is not appealable to CAAHEP, but the program may reapply and undergo another site visit.

**\*\*\*NOTE: Section IV.a.i-v will go into effect in January 2017. This policy will start to be applied to programs that have initial accreditation site visits scheduled in 2017 and following years.**

#### **EXAMPLES AND PROCEDURES**

For programs applying for initial accreditation, there is an "Initial Accreditation Packet" available on the [MAERB](#) website that provides more details about the Initial Accreditation process. In terms of formally applying for initial accreditation, it is recommended that a program apply as soon as the Program Director knows when the site visit should be scheduled as that provides MAERB with the right information to schedule and organize the visit. The initial accreditation site visit needs to take place after the first graduating class that has used the [new](#) MAERB Core Curriculum.

In order to be recommended for continuing accreditation, the program must have addressed all of the issues that may have been cited during the initial accreditation site visit. In addition the program will need to submit some of the historical information, outlined in MAERB Policy 305 IV.a, that could not be reviewed at the initial accreditation visit. ~~In addition~~ Finally, the program must be regularly meeting the thresholds of the specific outcomes outlined in the *Standards and Guidelines*. Initial accreditation programs are reviewed 12 months and 4 months prior to the

scheduled expiration of initial accreditation. Initial accreditation programs are notified after those reviews in order to ensure that the program is informed of the accreditation status.