

The



Quarterly

A newsletter from the Wisconsin Educational Approval Board

Issue 48, Winter 2010



*From the
Executive Secretary*

The Educational Approval Board (EAB) held its annual approved schools conference in November. Terry Ludeman, the former chief economist for the state of Wisconsin, was among the featured speakers and shared some very disturbing data.

▪ Wisconsin is a low-wage state, ranking 32nd in the nation in wages per job. The state's average wage is about \$38,100 per job annually, while the national average is \$44,600.

▪ Wisconsin has low productivity per worker, ranking 39th in the country. Wisconsin's Gross State Product (GSP) per job was \$81,954 in 2007, whereas the national average GSP was \$99,051.

▪ Wisconsin has very low postsecondary educational attainment. It ranks 30th in country in baccalaureate level degrees, 36th in masters or higher attainment, and 9th in associate degrees. While the state is 11th in students majoring

in science and engineering per population, it ranks 44th in science and engineering majors in work force.

▪ Enrollment projections over the next decade show the following increases:

- 6 % for Whites
- 27 % for Blacks
- 42 % for Hispanics
- 28 % for Asian/Pacific Islanders
- 30 % for American Indian
- 34 % for nonresident aliens

▪ Wisconsin is growing slowly compared to other states. It ranks 30th among the states, which is about 60 percent as fast as the nation, at large. Natural growth is particularly slow.

▪ Wisconsin is one of the nation's fastest aging states. Its baby-boom cohort is unusually large – 31 percent compared to 27 percent nationally.

The implications of these demographic realities mean that Wisconsin faces difficult economic challenges. Unless the state makes

Executive Secretary continues on p. 4

What's Inside?

<i>School News</i>	2
<i>In the Spotlight</i>	3
<i>The State Line</i>	5
<i>On the National Front</i>	6
<i>EAB News</i>	7
<i>At a Glance</i>	8
<i>Administrative Actions</i>	9-11



*School
News . . .*

Globe University Receives Approval for Two More Campuses

Woodbury, MN--Globe University received approval on October 26, 2009, to open its Wausau, Wisconsin campus. Classes are scheduled to begin April 5, 2010. The campus is located in the former Gander Mountain building near Cedar Creek Mall in Rothschild. In December, Globe University applied for approval from the Educational Approval Board for a new campus in Green Bay, Wisconsin. The campus was approved on January 6, 2010. The Green Bay campus is located in Bellevue, Wisconsin. The campus is scheduled to open on July 19, 2010, and is the sixth Globe University site to open in Wisconsin.

Globe currently has campuses in Eau Claire, La Crosse, Middleton, Madison, Wausau, and Green Bay.

In addition, Globe announced that Shana Weiss is the organization's regional director for its Wisconsin campuses. Weiss successfully led Globe's first campus in Eau Claire as campus director, and then moved to the campus director position at the Madison campus. Weiss has been working diligently to strengthen the Wisconsin Council of Independent Educators. She also led the way for Globe to be the first for-profit college in the Wisconsin Campus Compact, which builds civic engagement into campus and academic life.

Katie Langer, Communications Manager, Globe Education Network. For more information on Globe University campuses, go to www.globeuniversity.edu.

Scott Anderson, Director of Alignment Yoga, to Present at NASASPS

Blue Mounds, WI--Scott Anderson of Alignment Yoga will co-present with Pat Sweeney of the Educational Approval Board (EAB) in a session at the National Association of State Administrators and Supervisors of Private Schools (NASASPS) at its April annual conference in St. Paul, Minnesota.

This session, "Licensing a New Sector of Schools: The Yoga Experience," will use the Licensing of Yoga Teacher Certification program to show how a state's regulation of a new sector of schools can be a win/win/win for consumers/students, new private schools, and state regulators. Wisconsin's 2004 regulation of the Yoga Teacher Certification program will be the approach examined.

As a school owner, Mr. Anderson will help participants understand the Yoga sector; the purpose, history, and standards of the Yoga Alliance; and how regulators can tailor oversight to fit the Yoga Community. Mr. Anderson will provide a school owner's insights to state regulators about "lessons learned" from Wisconsin's experience of regulating a new sector of schools using the Yoga Teacher Certification program as the example. Since many states are in the process of or have yet to begin regulating the Yoga Teacher Certification program, this session will be timely and informative for NASASPS conference attendees.

For information on the Alignment Yoga school go to www.AlignmentYoga.com. For information on the Yoga Alliance Standards, go to <http://www.yogaalliance.org/Standards.html>





In the Spotlight

New Schools

Globe University

Wausau / Green Bay, WI--The Globe University - Wausau campus was approved on October 26, 2009, and the Green Bay campus was approved on January 6, 2010, for operation.

Globe University was founded in 1885 by Frank A. Maron, an accomplished scholar who was born and educated in his native country of Germany. At the time, Mr. Maron realized there was a great need for a more practical education for young men and women, which he made available by establishing Globe University. Today, the University is owned by Helmer and Terry Myhre.

The mission of Globe University is to provide education that enables its graduates to reach their career and life goals. To do this, the University invests in its students by providing knowledge and skills to support immediate employment goals and credentials, and provide a foundation for career opportunities. The owners of Globe University believe that education increases each citizen's quality of life and his or her ability to contribute to society.

SOLEX College

Wheeling, IL--SOLEX College was approved on October 29, 2009. The College is a post-secondary, degree-granting institution that offers degree programs designed to educate students for technical or occupational careers or to enhance pre-existing vocational knowledge. The mission of SOLEX College is to provide innovative career training and an English language program based on current information, technology, and best practices in a supportive environment to encourage students' personal growth and success.

SOLEX programs are conducted on an

open-entry basis and accept students throughout the academic year.

Santosh Yoga LLC

Wauwatosa, WI--The school was approved December 7, 2009. Using an alignment-based asana practice with a deep emphasis on yoga's spiritual qualities, Santosh Yoga Teacher Certification Program strives to meet the individual physical, emotional, and psychological needs of each student. Typically, students enrolling in this program have at least 5 years of yoga practice and are committed to the journey of growth for themselves and their students.

Santosh Yoga provides teacher training in the lineage of its Indian heritage through Director Bryant Mascarenhas, his teacher Father Joe Pereira, and his teacher Guruji B.K.S. Iyengar. Santosh Yoga is approved by the Yoga Alliance so graduates are eligible to become Registered Yoga Teachers (YRT).

Zenergy School of Massage & Bodywork

Oshkosh, WI--Approved on November 28, 2009, Zenergy School of Massage and Bodywork strives to provide students with a complete comprehensive, and well-rounded educational experience in its 740-hour therapeutic and clinical massage therapy and bodywork program.

Zenergy's program is unique in its focus on the advanced techniques of Thai Massage, Orthopedic Massage, Myofascial Trigger Point Therapy, and Clinical Therapies. The 740-hour program is strong in anatomy, physiology, kinesiology and pathology with an emphasis on the musculoskeletal and neurological systems.

Students are required to complete more than 80 hours of supervised practice in Physical Therapy clinics, working with sports teams and other settings. The program is also unique in that students may enter the program through different introductory programs and pay by

Zenergy continues on p. 8

Executive Secretary continued from p. 1

some dramatic changes, this data signals a tough economic future for the people of Wisconsin.

Unfortunately, what worked in the past will not solve the enormous challenges the state faces. As Albert Einstein once said, “insanity [is] doing the same thing over and over again and expecting different results.” To address our future economy, Wisconsin must think “outside the box” – especially in educating and training adults.

We know that postsecondary education plays a critical role in our state’s ability to compete and to the health of our economy. To successfully educate Wisconsin adults, our postsecondary education sectors must not only improve the educational attainment of all individuals, but it must also serve the African-American, Native-American and Hispanic populations at the same rates and percentages it does Wisconsin’s Caucasian population.

For Wisconsin to reach such goals, it will need to harness the synergies of all its postsecondary educational sectors – the public’s UW System and Wisconsin Technical College System institutions; the private non-profit colleges and universities; and the EAB-approved private, for-profit institutions. Concerns over protecting sector turf will need to give way to bold initiatives aimed at producing an educated workforce of all its citizens. Only then will Wisconsin be competitive with neighboring states and globally.

Unfortunately, Wisconsin is only one of a few states lacking a formal postsecondary coordinating body. Yes, modest efforts have been made to facilitate collaboration among the various sectors. But the fragmented governance landscape of separately “siloes” sectors puts the state at a severe competitive disadvantage.

The postsecondary coordinating board in Minnesota, for instance, has created a credit transfer system that allows students in the state to transfer academic credits between and within the sectors. The result is a more

efficient educational system in which students do not repeat coursework as they move from one institution to another, be it public, private non-profit or for-profit.

The same is true in the way Minnesota awards financial aid, where funds follow the students, regardless of sector or school they attend. In Wisconsin, funds are allocated to the sectors, and the 45,000+ adults students that choose to attend an EAB-approved, for-profit institution are excluded from state aid, even though they are eligible for federal financial aid.

Ironically, comparisons are often made between Minnesota and Wisconsin. It has been frequently cited that the state could generate roughly \$1.8 billion of additional revenue if its per capita income was as high as it is in Minnesota. Unless Wisconsin adopts economically sound policies like those in Minnesota, Wisconsin will never be able to match Minnesota’s per capita income.

The lack of a coordinated postsecondary system in Wisconsin was also evident during recent actions to adopt legislation allowing the state to establish a student longitudinal data system. While more than 45,000 adults in this state are attending EAB-approved institutions each year, the state neglected to consider whether or not it would be a good idea to track these students as part of the data system.

I would strongly encourage you to visit the EAB’s website and watch a webcast of Mr. Ludeman’s presentation. His message about Wisconsin’s economic future is very sobering. I am concerned that if Wisconsin does not make dramatic policy changes, like creating a postsecondary education board, then Mr. Ludeman’s demographic data simply becomes Wisconsin’s economic reality.

Best regards,



David C. Dies
Executive Secretary



The State Line . . .

Longitudinal Student Data System

Madison, WI--In response to the President’s Race to the Top initiative, a series of legislative proposals were recently introduced that would allow Wisconsin to apply for competitive grants authorized by the American Recovery and Reinvestment Act (ARRA). Under the ARRA \$4.35 billion will be provided to states to support advances in standards and assessments, state data systems, teacher distribution, and assistance to struggling schools. To qualify, states must have no legal barriers to linking student growth and achievement data to teachers and principals for the purposes of evaluation.

One of the initiatives introduced was a bill (SB 371/AB 536) creating a statewide longitudinal student data system. The bill was introduced on October 28 and was signed into law by the Governor on November 9. The speed at which the bill was rushed through the legislature was in response to a January 2010 deadline for states to submit grant applications.

The new law requires the Department of Public Instruction, the Board of Regents of the UW System, and the Technical College System Board to enter into a written agreement that requires those agencies to establish and maintain a longitudinal data system of student data that links such data from preschool programs to postsecondary programs. The law permits, but does not require, the Wisconsin Association of Independent Colleges and Universities to enter into the written agreement.

The written agreement must describe the process by which any of the agencies on their own or jointly with one or more of the other agencies may evaluate and study education programs operated or supervised by one or more of the other agencies for the purpose of

improving student academic achievement.

Although the EAB learned of this legislation shortly after its introduction, information was not readily available about what would be required of participating entities. From a policy perspective it would seem that any such system should capture data related to students who attend EAB-approved schools. However, from a management perspective it was (and still remains) unclear exactly what fiscal and administrative implications will result from the creation of the longitudinal student data system. Absent this fundamental information, the EAB elected not to testify on the bill and seek being added.

The EAB has obtained information from the U.S. Department of Education about the required data elements that states will need to include as part of their longitudinal student data system. The EAB has been collecting much of this type of information for the past 10 or so years.

Approved Schools Conference

Madison, WI--The EAB’s annual approved schools conference held on November 19, 2009 attracted approximately 140 persons – far surpassing staff expectations and previous years’ attendance. Feedback gathered through a conference evaluation was highly positive. To facilitate access to the valuable information shared during the conference with those who could not attend, a webcast of the keynote address and the featured morning presentation is available from the EAB’s website.

“Success for Students and Schools in a Challenging Economy” was this year’s conference theme. The keynote speaker was Terry Ludeman, former chief economist for the State of Wisconsin. Mr. Ludeman has extensive experience with demographic analytics, and understanding workforce trends and projections. He addressed the economic challenges facing the

Approved Schools continues on p. 8



On the National Front

Good Times for Health Education Training – A Word to the Wise

Falls Church, VA--As health care continues to control front-page headlines, it emerges as a nearly recession-proof career. Recent statistics show enrollments up some 40 % since the same time last year with annual revenue increases at over 50% across the board at postsecondary, private health care education institutions. As a primary accrediting agency for health care education, ABHES celebrates the victories that demand has brought in securing more graduate successes, but it also must step back and provide some words of what it believes to be sound advice in response to these unprecedented increases for the future.

As a part of continuous institutional and program planning, we ask that you monitor more closely than ever the number of viable externship sites available (as in signed agreements with the number of available slots to meet your demand) to train your students. Hospitals and other medical facilities continue to face cut backs and closures, severely limiting experienced and qualified personnel to supervise students as well as facilities to place graduates. Remember, ABHES standards require externships be available as they are needed – period. So while an occasional slight delay may occur for cause, this should fall in the extraordinary category.

Therefore, the ABHES Commission urges its accredited institutions and programs to consider carefully, and immediately, externship availability by program, as

applicable, and the current local employment demand in the fields in which you train when enrolling students. The involvement of program advisory boards, program directors, faculty, externship coordinators and placement personnel in determining knowledge and competency demands is essential. For those institutions participating in Title IV financial aid programs, the concern over escalating default rates must be paramount. The time to review with confidence your student enrollments, as compared to your retention, externship availability, and graduate placement, has come and may soon be gone.

As you develop new programs and continue to modify those programs you offer, ABHES offers its “Guidelines for Conducting a Market Survey” that may be a useful tool. As a primary accrediting agency for health care education, ABHES celebrates the victories demand has brought in securing more graduate successes. But, as an accrediting agency focused in health education, it also must step back and provide some words of what it believes to be sound advice in response to these unprecedented increases for the future.

Commentary by Carol Moneymaker, Executive Director, Accrediting Bureau of Health Education Schools. For more information, go to www.abhes.org.

Assessment vs. Action

The assessment movement has firmly taken hold in American higher education, if you judge it by how many colleges are engaged in measuring what undergraduates learn. But if you judge by how many of them use that information to do something, the picture is different.

Those findings come from a report being released today by the National Institute for Learning Outcomes Assessment, a new research organization that is trying to promote better use of assessment tools, and to provide information about what colleges are

actually doing. The report is based on survey responses from a national sample of colleges and universities — public, private and for-profit, two year and four year, large and small. Answers were provided by provosts at 1,518 institutions, 53 percent of those surveyed.

The results indicate that — for all the talk by some higher education critics about the lack of assessment in higher education — a lot is going on. Among all institutions, 92 percent are using at least one assessment tool with institutionally valid samples and two-thirds use three or more measures at the same time. Ninety percent use at least one institutional-level tool while also having another approach to program assessment.

The most common approach used for institutional assessment is a nationally normed survey of students. Seventy-six percent of colleges are using surveys of that sort. The percentage of colleges using standardized tests of knowledge and skills (exams such as the Collegiate Learning Assessment, for example) is much smaller, but still significant, at 39 percent. (But the survey found more attention to learning outcomes at the program level, especially by community colleges.)

Much smaller percentages of colleges report that assessment is based on external evaluations of student work (9 percent), student portfolios (8 percent) and employer interviews (8 percent).

The top uses of whatever assessment systems are in place appear to be related to another form of assessment: accreditation. Asked to describe how they use assessment results (using a four-point scale from 1 as “not at all” to 4 as “very much”), only two items topped three 3 (“quite a bit”): institutional self-study for accreditation and program self-study for accreditation.

While such uses as “revising learning goals” and “informing strategic planning” got past 2 (meaning “some” use), issues such as evaluating professors, reconsidering admissions standards, and redefining

readiness for upper-level course work were all far behind.

For Scott Jaschik’s complete article, go to www.insidehighered.com/news/2009/10/26/assess. Source: Inside Higher Ed, October 26, 2009.



EAB News

Joan Fitzgerald of the EAB staff retired after more than 31 years of state service. Although her last day in the office was November 23, she remained in pay status until January 19. Efforts to fill the position have commenced. The goal is to conclude the hiring process by March 1, 2010.



During the past few months, the EAB staff has been interviewed on several occasions about particular issues affecting postsecondary education. Articles citing the EAB have appeared in The Journal Times (Racine), the Yoga Journal, and Career Education Review. Copies of these articles are available upon request.



Two members of the EAB board — Michael Cooney and Christy Brown — attended the approved schools’ conference held in November. As board chair, Mr. Cooney gave the opening welcome remarks.

Approved Schools continued from p. 5

state from a demographic perspective and the implications for education and training providers.

Roger Williams, executive director of the Accrediting Council for Continuing Education and Training (ACCET) and a former school administrator, was the featured morning presenter. He addressed the importance of well-designed institutional systems, and the role they play in a challenging economic environment.

The afternoon consisted of a series of sessions led by various school officials from accredited and non-accredited, and large and small institutions.



Thanks and Applause...

...to the school officials that participated at the 2009 EAB-Approved Schools Conference afternoon sessions. The participants presented their schools' best practices on student enrollment, graduation and employment, student support services, and student retention. The conference evaluation results indicate that most attendees found the sessions to provide informative, valuable, and thought-provoking information.

For more information on the sessions, go to <http://eab.state.wi.us/conference/conference.asp> - Session PowerPoint Presentations

Zenergy continued from p. 3

course attended. This allows the student flexibility in scheduling and financing. Students can complete the program in 12-24 months and classes are during the week and on weekends.



For information on EAB-approved schools, go to our website at <http://eab.state.wi.us/search/searchbycategory.asp>



2010 At a Glance

January

- 1 New Year's Day
- 18 Office closed - Martin Luther King, Jr. Day
- 29 EAB Quarterly published

February

- 15 Office closed - Designated Furlough Day

March

- 1 Second renewal payments due
- EAB Board meeting

April

- 1 2010 Wisconsin Directory of Private Postsecondary Schools published
- 25-28 NASASPS Annual Conference
- 30 EAB Quarterly published

May

- 29 Office closed - Designated Furlough Day
- 31 Office closed - Memorial Day

June

- EAB Board meeting

July

- 5 Office Closed - 4th of July Observed
- 16 EAB sends 2011 renewal applications to schools
- 30 EAB Quarterly published

September

- 1 Renewal applications due
- 6 Office closed - Labor Day
- EAB Board Meeting

October

- 1 EAB distributes materials for EAB Approved Schools Conference
- 11 Office closed - Designated Furlough Day
- 29 EAB Quarterly published

November

- 18 EAB Approved Schools Conference
- 25 Office closed - Thanksgiving Day
- 26 Office closed - Designated Furlough Day

December

- EAB Board Meeting
- 20 CY 2011 certificates & invoices sent
- 24 Office closed - Christmas Day
- 31 Office closed - New Year's Eve

Administrative Actions...

By Staff during the 4th quarter of 2009 and approved by the board at its December 16th meeting:

SCHOOLACTIONS

New School Approval:

- Globe University – Wausau
- John Robert Powers, Milwaukee
- SOLEX College, Wheeling, IL
- Santosh Yoga LLC, Wauwatosa
- Zenergy School of Massage & Bodywork, Oshkosh

New Teaching Location:

- ACE for Professionals, LLC
 - 720 Eisenhower Drive, Kimberly, WI
 - 2800 Royal Avenue, Madison, WI
- Aurora University - George Williams College
 - W3985 County Road NN, Elkhorn, WI
 - 2900 West Oklahoma Ave, Milwaukee, WI
 - 634 South 12th Street, Watertown, WI
- Barbizon School of Modeling
 - 205 S. Barstow St., Eau Claire, WI
 - 517 Grand Canyon Drive, Madison, WI
- H & R Block, Inc.
 - 109 Hwy. YZ, Dodgeville, WI
- Herzing University
 - 4006 Washington Road, Kenosha, WI
 - 555 S. Executive Drive, Brookfield, WI
- Lakeside School of Massage Therapy
 - 2900 Golf Road, Pewaukee, WI
- Liberty Tax Service
 - 412 E. Grand Ave., Beloit, WI
 - 201 N. Main St., Burlington, WI
- Madison Media Institute
 - 2758 Dairy Drive, Madison, WI
- Saint Mary's University of Minnesota
 - 2040 Airport Drive, Green Bay, WI
 - 715 5th Street West, Menomonie, WI

School Name Change:

- Howard Academy for the Metal Arts changed to Howard Academy Metal Arts
- Le Cordon Bleu College of Culinary Arts – Minneapolis/St. Paul changed to Le Cordon Bleu College of Culinary Arts

Change of Ownership:

- Hypnosis & Wellness Training Center - sole proprietorship owner is Karen Kent

Denial/Withdrawal/Exemption of Approval:

- Amerstate University, Racine, WI - Denial - AS in Martial Arts program's guidelines and course syllabi are not acceptable.
- Bay Area Yoga Center, Green Bay, WI - Exempt
- Bartending College, West Allis, WI – Withdrawn
- Inacom Information Systems, Madison, WI – Withdrawn
- John Robert Powers, Milwaukee, WI – Withdrawn
- Milwaukee Ballet Company, Inc. - Exempt
- SolidProfessor, San Diego, CA - Exempt

Sanctions/Revocations:

- Fielding University - Sanction - may not enroll or recruit students in M.A. program.
- Performance Learning Systems - Cease and Desist

PROGRAMACTIONS

New Program Approval:

- Ashford University
 - 14 Bachelors of Arts
 - 4 Masters of Arts
- Capella University
 - B.S. in Psychology
 - B.S. in Nursing
 - Doctor of Business Administration
 - Doctor of Public Administration
- DeVry University
 - B.S. – Management
- Franklin University
 - B.S. in Psychology
 - B.S. in Healthcare Information Systems Management
 - B.S. in Healthcare Management
 - B.S. in Interdisciplinary Studies
 - B.S. in organizational Communication
 - B.S. in Safety, Security, & Emergency Management
- Globe University – Wausau
 - 13 A.A.S.
 - 9 Bachelor of Science
 - 6 Diplomas

Administrative Actions continues on p. 10

Administrative Actions continued from p. 9

New Program Approval: (Continued)

- Globe University – Wausau (Continued)
 - 1 Post-Baccalaureate Certificate - Paralegal
- Herzing University
 - A.S. – Surgical Technology
 - Diploma – Networking Systems (DNS)
 - Diploma – Cisco Networking (DCN)
 - Diploma – Microsoft Networking (DMN)
- High-Tech Institute
 - A.S. in Business Management
 - A.S. in Criminal Justice
 - A.S. in Medical Billing & Coding
 - B.S. in Business Management
 - B.S. in Criminal Justice
 - B.S. in Healthcare Management Degree Completion
- Kaplan College
 - A.A.S. – Criminal Justice
- Kaplan University
 - A.A.S. – Public Administration
 - B.S. – Public Administration and Policy
 - B.S. – Professional Studies
 - B.S. – Communication
 - B.S. – Legal Studies
 - B.S. – Environmental Policy & Management
 - M.S. – Legal Studies
- John Robert Powers
 - Certificate – Competitive Program
 - Certificate – Elite Program
- Lincoln College of Technology
 - Diploma – Collision Repair & Refinishing Technology
- New Horizons of Wisconsin
 - Microsoft Certified Information Technology Professional
- Santosh Yoga LLC
 - Yoga Teacher Certification
- SOLEX College
 - Certificate in Intensive English Program
 - B.A. in International Business
 - M.B.A. - Concentration in International Business
- University of Phoenix
 - B.A. in English
 - B.S. in Environmental Science
 - Educational Specialist (Ed.S.)
 - Doctor of Philosophy in Nursing

- Zenergy School of Massage & Bodywork
 - Clinical Massage Therapy & Bodywork

Revised Program Approval:

- Capella University
 - Master of Public Health was M.S. in Public Health
- Motorcycle and Marine Mechanics Institute
 - Marine Technician Program hours reduced from 60 to 51 Weeks
- Nashville Auto – Diesel College
 - A.A.S. – Automotive & Diesel Technology changed to AOS – Automotive & Diesel Technology
 - A.A.S. – Collision Repair & Refinishing Technology changed to AOS Collision Repair & Refinishing
- TechSkills – Brookfield
 - IT Systems Administrator (ITSA)
 - Health Services Information Specialist (HSIS)
 - Information Technology Web Design (ITWD)
 - Pharmacy Technician
 - A+ Certification
 - Cisco Certified Network Professional (CCNP)
 - Microsoft Certified Application Specialist (MCAS)
 - Microsoft Certified Desktop Support Technician (MCDST)
 - Microsoft Certified IT Professional: Database Administrator (MCITP:DBA)
 - Microsoft Certified IT Professional: Database Designer (MCITP:DD)
 - Microsoft Certified Systems Admin. (MCSA)
 - Microsoft Certified Systems Administrator: Security (MCSA:Security)
 - Microsoft Certified System Engineer (MCSE)
 - Microsoft Certified Technology Specialist - Web Applications (MCTS:WebApps)
 - Microsoft Certified Technology Specialist - Windows Applications (MCTS:WinApps)
 - Microsoft Office Specialist (MOS)
 - Oracle 10g Database Administrator (O10gDBA)
 - Medical Administrative Assistant
 - Medical Transcription
 - Medical Coding
 - Medical Billing

Revised Program Approval: (Continued)

- TechSkills – Brookfield (Continued)
 - Bookkeeping – increase in clk hrs from 515 to 570 and 27 to 28
 - Office Administrator
 - Information Systems Security Professional (ISSP)
 - Cisco Certified Network Associate (CCNA)
 - Cisco Certified Entry Network Technician (CCENT)
 - Certified Internet Webmaster (CIW) Associate
 - Master Certified Internet Webmaster (CIW) Designer
 - Microsoft Certified Professional (MCP)
 - Microsoft Certified Technology Specialist – Single (MCTS-1)
 - Microsoft Certified Technology Specialist – SQL (MCTS-SQL)
 - Security+
 - Network+
 - Oracle 10g Certified Associate (O10gCA) increase in clk hrs from 135 to 210
 - Linux+
 - Microsoft Project (MS Project)
 - Project Management
- WESLI
 - Midwest Teacher Training Program

OTHERACTIVITY

Site Visits:

- Amerstate University, Racine, WI
- Fielding Graduate University, Madison, WI
- GoProEducation.com, Eau Claire, WI
- High-Tech Institute, Brookfield, WI
- John Casablancas Modeling and Acting Center, Brookfield, WI
- Lesley University, Cambridge, MA - 08/26/09
- Midwest College of Oriental Medicine, Racine, WI
- Professional CDL Training Institute, Inc., Waukesha, WI
- Professional Dental Assistant Training, Hartland, WI
- Roehl Driver Training Center, Marshfield, WI
- Southern New Hampshire University (PCMH), Columbus, VT

Site Visits: (Continued)

- Springfield College, Milwaukee, WI
- University of Saint Francis, Joliet, IL
- Upper Iowa University, Milwaukee and Wausau, WI

Complaints Handled:

- Goodwin vs. High-Tech Institute – student placed in externship.
- Kempf vs. University of Phoenix – the EAB concurred with the school. No deception took place.
- Neaves vs. PC ProSchools – resolved - student's loan was paid.
- Yager vs. East-West Healing Arts Institute - Student refunded \$4,350.
- Yoghourtjian vs. High-Tech Institute - Student placed in externship.



Statistics on New Year's Resolutions

Did you know that about 40% to 45% of American adults make one or more resolutions each year. Among the top are: weight loss, exercise, and to stop smoking. Also popular are resolutions dealing with better money management and debt reduction.

Maintained as time goes on:

- past the first week 75%
- past 2 weeks 71%
- after one month 64%
- after 6 months 46%.

While a lot of people who make new years resolutions do break them, research shows that making resolutions is useful. People who explicitly make resolutions are 10 times more likely to attain their goals than people who don't explicitly make resolutions.

Source: www.proactivechange.com/resolutions/statistics.htm

*Educational Approval Board
30 W. Mifflin Street, 9th Floor
Madison, WI 53703*

The EAB Quarterly

The EAB Quarterly is published in January, April, July and October by the Wisconsin Educational Approval Board to highlight accomplishments of our approved schools, inform readers of issues in higher education and provide a source of information linking our readers.

EAB Staff

*David Dies, Executive Secretary
Linda Heidman, School Administration Consultant
Patrick Sweeney, School Administration Consultant
Blanca James, Operations Program Associate*

We welcome comments, contributions and suggestions for articles. Contact us at 30 W. Mifflin St., 9th floor Madison, WI 53703; Phone: (608) 266-1996 or simply email us at eabmail@eab.state.wi.us.

EAB website: <http://eab.state.wi.us>.

*Blanca S. James, Editor/Publisher
Phone: (608) 266-8065 Fax: (608) 264-8477*



*EAB Approved Schools
Conference
November 19, 2009*

*Roger Williams, Executive Director,
ACCET, presenting Surviving in the
New Economic Reality (top)*

*One of Four Breakout Sessions
offered in the afternoon (right)*

