

Career Education Review

The Voice of Career Education



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Career Education

REVIEW

The Voice of Career Education

Editor

Jenny Faubert

About Career Education Review

Career Education Review (CER), The Voice of Career Education, is dedicated to providing top management, owners, sector leaders, and other stakeholders with the in-depth information required to operate a successful educational institution. With more than 95 years in circulation, CER is a trusted ally in the admission, retention, placement, and education of millions of prospective students every year. CER serves as the daily pulse of the career education community — bringing a snapshot of the news, trends, research, and upcoming events.

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Career Education Review (CER) is thrilled to announce the recipients of the 2023 Exceptional Educator Awards, an accolade bestowed upon career college faculty, administrators, and leaders who have exhibited unparalleled dedication, commitment, and excellence in teaching and learning. After an extensive evaluation, the CER Editorial Board reviewed over 150 nominations and selected 25 outstanding individuals as recipients. The profiles of the 25 award winners are featured on the following pages, showcasing their achievements and inspiring educators across higher education.

21 Empowering Tomorrow's Educational Leaders

By Jenny Faubert, Vice President of Communications, Career Education Colleges and Universities (CECU)

The 2023 CECU Leadership Institute held at the Pima Medical Institute campus in Houston brought together over two dozen educational professionals for a week of comprehensive professional development. Praised for its robust curriculum, accomplished speakers, and beneficial networking prospects, the event underscored the significance of collaboration among emerging leaders in the proprietary education sector.

25 Navigating the New Frontier: Innovation in Adult Teaching Post-COVID-19

By Louis Cabuhat, Ed.D., National Dean – Div. of Allied Health Education, Unitek Learning, Abdel Yosef, RN CEN, Ph.D., Provost and Chief Academic Officer, Unitek Learning, and Kristy Johnson, M.Ed., Instructional Designer, Unitek Learning

The article discusses the significant changes in adult education prompted by the COVID-19 pandemic. It highlights the shift from traditional teaching to innovative methods, focusing on technology, adaptive learning, and asynchronous education. Unitek Learning illustrates how these changes, including remote teaching and data-driven decision-making, have not only addressed challenges but also reshaped the educational landscape, emphasizing the importance of ongoing improvement and learner-centric approaches for a more inclusive and adaptable future in adult education.

30 Dialing Up the Communication – A New Take on the Campus Newsletter

By Erin Vargas, President, Bellus Academy

An e-newsletter can be an effective tool for building connections. Bellus Academy's e-newsletter, *The Routine*, explores how the publication fosters connections, collaboration, and communication among staff through content planning, curation, and design considerations, emphasizing the importance of a consistent and people-centric approach.

35 How States and Higher Ed are Leading a Resurgence in Tech Apprenticeship Programs

By Scarlett Howery, Vice President of Public Workforce Solutions, DeVry University

Apprenticeship programs are experiencing a resurgence with a specific urgency to fill talent gaps in high-demand technology roles. DeVry University's Scarlett Howery, Vice President of Public Workforce Solutions, shares how some states are partnering with higher education and employers to make the execution of tech apprenticeship programs easier.

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Many institutions have been receiving borrower defense to repayment (BDR) applications from the U.S. Department of Education. This article explains why institutions should respond to these BDR applications and the recoupment processes the Department may institute against institutions to recover the loan amounts it has discharged when granting BDR applications.

More Than Classes and a Degree

By Jeanne M. Patrican, Executive Director, Eastwick Foundation

Eastwick College students engage in philanthropy alongside their coursework, notably through the Feed The Hungry program, now celebrating its 10th anniversary. Spearheaded by the college's president, Tom Eastwick, the initiative has donated \$405,000 to 11 local food banks, with President Eastwick personally matching every donation, showcasing the impactful collaboration between students, staff, and local businesses in supporting the community while receiving a valuable education.



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Outsourcing Course Materials: Perception vs Reality

Ten Considerations When Selecting a Course Materials Partner

By Michelle Leontis, Vice President of Product Development, Ambassador Education Solutions

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As institutions assess their internal capabilities and what is in their students' best interests, many are turning to outsourcing to address course materials competencies and costs. Specifically, outsourcing has the power to deliver simpler, more effective, and more affordable pathways. This article reviews both the institution's and the partner's roles when it comes to operational control, process efficiencies and cost savings, as well as details ten considerations to look for in an outsourcing partner.

Interview Resentment

By Vincent Scaramuzzo, President, Ed-Exec, Inc.

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The article highlights the issue of "interview resentment" caused by lengthy and convoluted interview processes, leading to candidate exhaustion and potential negative outcomes for employers. It suggests ways to avoid interview resentment, such as maintaining a well-defined hiring process, clear communication with candidates, and streamlining multiple stakeholder interviews to improve acceptance rates.



Career Education Review (CER) is thrilled to announce the recipients of the Exceptional Educator Awards, an accolade bestowed upon career college faculty, administrators, and leaders who have exhibited unparalleled dedication, commitment, and excellence in teaching and learning. After an extensive evaluation, the CER Editorial Board reviewed over 150 nominations and selected 25 outstanding individuals as recipients.

The Exceptional Educator Awards are a tribute to educators who consistently go above and beyond, making a lasting impact on students' lives. These winners have inspired and empowered their students and positively contributed to the field of higher education. Their devotion to excellence is evident in their teaching effectiveness, leadership, and community engagement.

The profiles of the 25 award winners are featured on the following pages, showcasing their achievements and inspiring educators across higher education. CER congratulates all the winners for their remarkable contributions and dedication to career education.



Michelle Cordero
Director of Education
Arizona School of Integrative Studies

Michelle Cordero's influence extends across all three campuses of the Arizona School of Integrative Studies, where she consistently goes the extra mile to support and educate students. Her dedication to personal growth is evident through her participation in conferences and continuing education classes, keeping herself updated with the latest in massage therapy. By networking at events, she fosters connections that benefit the entire institution.

Michelle's leadership is characterized by patience, active listening, and unwavering student support. She actively engages with the community, encouraging student involvement and bringing innovative ideas to the school. Her presence in the classroom reflects a genuine passion for teaching, especially in Manual Lymphatic Drainage (MLD) and prenatal massage. Her innovative approach includes dynamic online classes, facilitating a balanced learning experience for students managing work, home, and school commitments.

In her role, Michelle has propelled the school into the 21st century, updating curriculum and instructional methods to align with contemporary massage therapy practices. Recognized by Massage Envy with the National Excellence in Education Award, Michelle's contributions include obtaining a \$10,000 grant for additional training items and securing 50 iPads for the school.

She actively represents the Arizona School of Integrative Studies at the Arizona State Board of Massage and engages in local community events to promote both the school and massage therapy.

Michelle's successful grant applications underscore her outstanding contributions to massage education. Her mentorship, kindness, and willingness to lend a helping hand make her a truly exceptional educator and leader in the field.



Kevin Quinn
Chef Instructor
Auguste Escoffier School of Culinary Arts

Chef Kevin's approach to culinary education is characterized by a passion for teaching and a genuine desire to foster understanding among brand-new culinary enthusiasts.

Known for his ability to make complex concepts easy to understand, Chef Kevin provides thorough explanations within his courses, ensuring that even the newest culinary students grasp the intricacies of the art. His commitment extends beyond the classroom as he aligns coursework with real-world examples, offering practical insights that prepare students for the challenges of the culinary industry.

Chef Kevin's mentoring prowess shines through as he readily supports new Chef Instructors, sharing his wealth of experience to guide them in their educational journey. His advocacy for students goes beyond the curriculum; he connects them to additional support structures when needed, ensuring their success and well-being.

Outside of traditional teaching duties, Chef Kevin's impact extends into the culinary community. Through external cooking events, he showcases the possibilities within the industry, providing valuable experiences for his students. Moreover, Chef Kevin hosts local farm-to-table events, offering students external exposure that enriches their understanding of the culinary landscape.

Chef Kevin's dedication not only elevates the educational experience for his students but also reinforces the collaborative spirit among culinary instructors. The recognition of Chef Kevin as an extraordinary educator is a well-deserved honor, celebrating his profound impact on culinary education and the broader culinary community.



Sherry Jackson
Medical Assistant Program Coordinator
Ayers Career College

Sherry Jackson has redefined the standard for teaching excellence through her outstanding contributions to the Medical Assistant (MA) training program. Under her guidance, the program boasts a remarkable 99% pass rate for the MA Certification test, a testament to Sherry's unparalleled teaching skills.

What truly distinguishes Sherry is her innate ability to connect with students on a profound level. Beyond the academic realm, she displays a rare and genuine care for her students. One remarkable instance speaks volumes about her commitment—when faced with a student grappling with a myriad of personal and medical challenges,

Sherry's compassionate approach transformed a once shy and uncertain individual into a confident graduate, escaping an abusive environment and charting a course towards a brighter future. Sherry's mentorship extended far beyond the classroom, involving late-night texts, inspirational words, and invaluable resource support.

Sherry extends her expertise to the community. As a Certified Basic Life Support (BLS) instructor, she imparts life-saving skills to her students, fellow instructors, and the public at large. Moreover, her altruistic spirit shines through as an instructor of Trail Ride Etiquette, where she voluntarily ensures that community members attending for the first time have an enjoyable and stress-free experience.

In a remarkable feat, Sherry has successfully cultivated a team of mostly novice instructors in the MA department. Within a mere two weeks, she orchestrated a comprehensive overhaul, welcoming and supporting new instructors to ensure a seamless transition. Her leadership not only instilled profound knowledge but also ingrained the values of the "Sherry Jackson way."

As an educator, Sherry's commitment transcends conventional boundaries. Each student is not just a learner but an individual she personally invests in. Their triumphs become hers, and their failures propel her to refine her teaching methods continually.



Eydie Foltz
Cosmetology Educator
Bellus Academy

Eydie Foltz is an esteemed leader in cosmetology education, boasting an impressive 56-year career dedicated to shaping the future of beauty professionals. Her education journey began with a passion for teaching, pivoting from a college path geared towards education to pursue her true calling in beauty and cosmetology.

Throughout her tenure at Bellus Academy, Eydie has not only earned the respect of her peers and students but has also become a recognizable figure across the state of Kansas. Her influence extends beyond her current position, touching the lives of thousands of students she has mentored and taught.

Eydie's dedication to excellence is evident in her ability to adapt to the evolving education landscape. From traditional methods like chalkboards and overhead projectors to contemporary tools such as laser discs, DVDs, and PowerPoint, she has seamlessly transitioned to utilizing an interactive web-based system in her classroom. This adaptability showcases her constant dedication to delivering top-tier education throughout her enduring career.

Recognized for her impressive contributions, Eydie has received numerous awards, including a lifetime achievement plaque from the Governor of Kansas. August 20th is commemorated annually as "Eydie Foltz Day" in Manhattan, Kansas, as proclaimed by the Mayor. These accolades highlight Eydie's profound impact on the salon and spa industry in the state, reflecting her unshakable commitment to providing students with an unparalleled educational experience to help them achieve their career goals.



Lisa Bordelon
Instructor/Allied Health Program Coordinator
Delta College

Lisa Bordelon emerged as a crucial pillar of support during a challenging period for Delta College, coinciding with the aftermath of Hurricane Katrina, which devastated the area. In the face of adversity, Lisa selflessly asked, "What do you need?" She promptly immersed herself in teaching, demonstrating a relentless devotion to students amidst limited preparation time. Her dedication ensured a seamless transition for the students, who continued their education without missing a beat.

In her role overseeing both the Covington and Slidell campuses, Lisa has met and exceeded expectations. She willingly stepped in to teach at either campus when required, showcasing her adaptability and dedication to the educational mission. Taking charge of instructor training during the transition to Canvas and Ebooks, Lisa undertook the challenge while working tirelessly, often sacrificing nights and weekends to facilitate a smooth transition.

Lisa's dependability and genuine care for students are unparalleled. She prioritizes students' success by understanding and relating to their needs. This commitment is reflected in the consistently high reviews she receives from students on surveys, a testament to her positive impact on their educational experience.

Students and colleagues alike sing Lisa's praises. She embodies personality, perseverance, care, and leadership qualities, earning her an unequivocal A+ from every instructor and employee. Lisa is the kind of person Delta College wishes to replicate tenfold for her invaluable contributions to its institution.



Emily Henion
Lead Instructor, Cardiovascular Sonography
Eastwick College

Emily Henion's student-centered approach fosters academic growth, creativity, and leadership in each of her students. As evidenced by end-of-program reviews, Emily's support, unwavering belief, and countless hours of extra help leave an indelible mark on students, especially those grappling with the program's rigor. Her refusal to let students give up underscores her devotion to their success.

Emily's proactive approach to creating teachable moments, rather than waiting for them, is reflected in the countless successes of her students. Her positive energy, dedication, insight, and expertise in cardiovascular sonography make her a standout instructor in one of the institution's largest programs. Remarkably, 82 percent of Emily's students pass the state's Vascular Technology exam annually.

Even amidst the challenges of the COVID-19 pandemic, Emily's resourcefulness and dedication were readily apparent. She played a pivotal role in swiftly transitioning to an online curriculum, ensuring minimal class disruption. Her research on ultrasound simulators and creating a state-approved, safe scanning booth set a precedent for other institutions.

Beyond the classroom, Emily generously donates her time and expertise as a sonographer during free heart screening events at the college and local high schools. Her community involvement extends to youth leadership at her church and active participation in Eastwick's Cardiovascular Advisory Board, collaborating with local medical professionals and medical centers.

Emily's impact extends far beyond the classroom, leaving an enduring legacy of educational excellence and community service.



Dr. Nelson Jones
Nursing Instructor
ECPI University

Dr. Nelson Jones, amid the challenges of remote learning, showcased innovative teaching methods, making learning enjoyable and meaningful. His creative approaches, including role-playing and scenario-driven activities, fostered peer-to-peer interaction in the virtual space, building a sense of community despite physical separation.

Beyond his immediate role, Dr. Jones's leadership is evident in sharing effective teaching strategies across the institution, promoting student engagement and support university-wide. Holding an MSN degree in Nursing Leadership and a DNP in the Executive/Administrative track, his academic background reflects a loyalty to the

university's mission.

His impact on students is profound, evidenced by overwhelmingly positive comments on teaching evaluations. Students consistently admire his innovative and engaging learning environment, expressing a desire for more learning opportunities under his in-person or remote guidance.

Dr. Jones's well-rounded character extends to community involvement, serving as a volunteer assistant at Atlantic High School and contributing to Babe Ruth Baseball and local Head Start programs, promoting equity, inclusion, and belonging.

What sets Dr. Jones apart is his dedication to transcending traditional classroom instruction. He engages with students individually, showing genuine interest in their strengths, frustrations, and aspirations. Dr. Jones fosters an inclusive and supportive atmosphere conducive to academic and emotional growth.



Dr. James Michael Burkett
President
Florida Technical College

Dr. James Michael Burkett has steered Florida Technical College (FTC) through a transformative journey marked by remarkable achievements and impactful community contributions. Under his visionary leadership, FTC received prestigious accolades, including the "Institution of the Year Award" twice in 2020 and 2022 from the Florida Association of Postsecondary Schools and Colleges, recognizing outstanding practices that enhance academic excellence and community contributions.

Dr. Burkett's devotion to diversity and inclusion is evident in FTC's status as one of the state's strongest pipelines of Hispanic graduates in culinary arts, construction trades, and allied health professions. Over seven years as president, he has shaped an institution known for diversity, transparent leadership, and equal educational opportunities for underserved populations.

Innovative programs like FTC Cares and initiatives promoting accessibility and affordability showcase Dr. Burkett's dedication to social change. He has pioneered pathways for displaced Puerto Ricans, launching a unique Culinary Arts program in Spanish, graduating over 1,000 Latinos.

His efforts extend beyond academics, with FTC's civic engagement recognized throughout the state. Proclamations from local officials, like Lakeland Mayor Bill Mutz and former Kissimmee Mayor Jose A. Alvarez, commend FTC for its outstanding contributions. Dr. Burkett's pledge to closing the racial wealth gap is evident in FTC's leadership composition, where 8 out of 10 executives are from a minority background, with 70% being Hispanic women.

Furthermore, FTC collaborates with various organizations, including Heart of Florida United Way and Alianza for Progress, to provide scholarships, educational opportunities, and support to the community. Notably, FTC's partnership with AdventHealth and the Hispanic Chamber addresses racial disparities through free COVID-19 vaccination clinics and initiatives promoting electoral participation among Hispanics.

Dr. Burkett is a beacon of excellence in education, exemplifying a commitment to transformative leadership, community engagement, and equal opportunity.

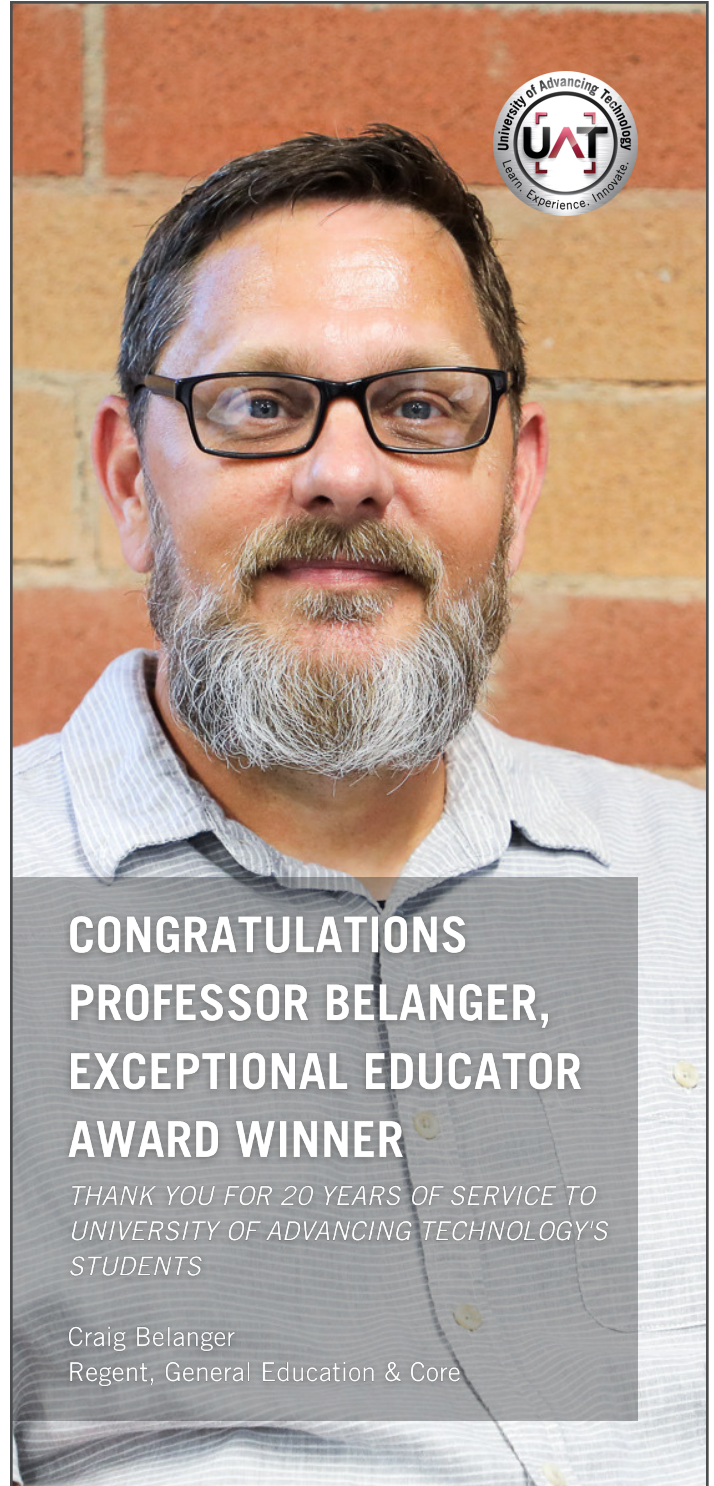
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STUDENTS*

Craig Belanger
Regent, General Education & Core

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is pleased to announce



Judy Redman

PhD (abd), M.Ed., MBA, CATV-V, CACCS, CADCIH
Director of Alcohol and Drug Counseling Studies

2023

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For her tireless dedication to Education and Recovery

"Over three years so many staff contributed to my success but Judy was my constant for 3 years she never let me let my obstacles turn into barriers."

- Katherine Porteous, ICC Grad
Bachelor's Addiction Studies

"I would like to thank Ms. Judy for always pushing and being engaged through out my courses"

- Rosalina Cazares, ICC Grad
Alcohol & Drug Counseling

"At the heart of it, Judy has been the most inspirational, motivational, and encouraging counselor I've ever had the pleasure of working with. Her positivity and encouragement have been a beacon of hope and strength during difficult times."

-Carmelita Vargas, ICC Grad
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Ayreon Jackson
Faculty
Fortis College

Ayreon Jackson is an outstanding dental assistant instructor at Fortis College, playing a crucial role in preparing students for successful careers. Focused not only on clinical skills but also on preparing students for their professional journey, Ayreon goes above and beyond. She provides invaluable guidance in resume writing, interview skills, job searches, and overall soft skills, serving as both an academic and professional mentor to students.

Ayreon's dedication is evident in her willingness to tutor students repeatedly, ensuring they have the best chance at success. Her commitment knows no bounds, as she readily assists students regardless of the day or time. The students hold Ayreon in high regard, appreciating her mentorship and valuing her input.

Beyond the classroom, Ayreon actively contributes to Student Services activities, enriching the college experience for students. She actively seeks volunteers from various fields to provide insights to students, creating a well-rounded educational environment. Whether grilling for student activities or managing the music, Ayreon goes the extra mile to enhance student life.

Ayreon's collaborative spirit extends to her willingness to support colleagues and program initiatives. Unfazed by tasks outside her regular duties, she readily substitutes for other instructors, trains new ones, supports her program chair, and participates in externship site visits. Her team-oriented approach makes her an indispensable member of the Dental Assistant program.

Ayreon's presence is a source of pride for the Dental Assisting program, symbolizing a dedication to hard work, student success, and overall program excellence.



Bill Thompson
Course Director, Final Project: Business Plan
Full Sail University

Bill Thompson's expertise in advanced financial concepts is matched by his ability to make them easily understandable, providing students with valuable resources extending beyond graduation. Notably, he goes beyond conventional teaching by conducting a two-hour session on the Grammy Awards voting process and co-facilitating monthly speed networking events, fostering a sense of community among students in different degree programs.

Bill's impact as a mentor is profound, as numerous students attest to his guidance in recommendation letters, interview coaching, and overall positive influence. Bill's innovative spirit shines through in his monthly personal finance seminar during new student orientation, ensuring newcomers are equipped with essential financial tools for independent success.

Beyond the classroom, Bill exemplifies leadership qualities by serving as a Master of Ceremonies during graduation, contributing to the Global Professionalism Standards Committee, and volunteering at the Hall of Fame industry conference as event staff and expert panelist. His commitment extends to the local community, where he volunteers for 'Seniors First,' driving the elderly to St. Margaret Mary's Catholic Church and actively participating in the choir at St. Stephens in Winter Springs.

Bill's dedication to continuous professional growth is evident through completing thousands of hours of continuing education. Notably, he has shared his wealth of knowledge by publishing a book, "Stock Trading - Order Types," and producing a podcast about investing titled "T Bill's Plain Market Talk." Bill Thompson's remarkable dedication to teaching, innovative approaches to student engagement, devotion to community service, and continuous professional growth make him an unequivocal and deserving recipient of the Award.



James Rice
Vice President
IBT College

James has been a driving force behind developing IBT College's complex Micro-credential Project: Home Support Worker Micro-credentials Leading to a Personal Support Worker (PSW) Diploma using Virtual Reality (VR) and Augmented Reality, showcasing a commitment to innovative education.

In 2022, James's efforts resulted in training 2,000 healthcare workers and partnerships with three national healthcare providers, with agreements in place to train an additional 1,500 in 2023. Amid the pandemic-induced staffing shortages, James's virtual program allowed candidates from communities across Ontario and even internationally in Jamaica, Philippines, and Vietnam to access training sessions anytime and anywhere.

James's tireless work during the pandemic demonstrated his dedication to immediate community needs. He worked tirelessly 24 hours a day, seven days a week, putting together nurse educators and cohorts across Ontario as COVID-19 hotspots popped up. When the city of Kingston was under tremendous pressure, and the hospital was off-loading people to long-term care homes, James swung into action to help recruit staff. Within three weeks, he successfully recruited, trained, and placed staff in long-term care homes, showcasing his dedication and innovation that undoubtedly saved numerous lives.

James's exceptional leadership, innovative approach, and dedication to community service make him a beacon of excellence in education.



Judy Redman PhD (abd), M.Ed., MBA, CATV-V, CACCS, CADCIH
Director of Alcohol and Drug Counseling Studies
InterCoast Colleges

Judy Redman is lauded for her steadfast devotion and transformative impact on substance abuse and recovery education. With over two decades of experience, she transitioned from an entry-level Certified Substance Abuse Counselor to a revered educator, shaping the next generation of addiction counseling professionals.

Judy's dedication extends beyond the classroom, reaching certifying boards, industry leaders, the prison system, and recovery treatment centers. Her voluntary contributions to the addiction counseling profession and advocacy for recovery laws reflect a deep commitment to community well-being.

As the Director of Alcohol and Drug Counseling Studies for InterCoast Colleges, Judy has designed and implemented curriculum and played a pivotal role in the success of the first graduating class of the Bachelor's program in Addiction Studies, where a student received a prestigious scholarship from the California Association of Private Postsecondary Schools.

Her leadership extends to roles as President of the California Association of Alcohol and Drug Educators (CAADE) Board of Directors and Director of Education and Training for Social Model Recovery Systems. Judy's advocacy efforts, emphasizing the significance of education in recovery, have left an indelible mark on the field.

In addition to her instructional role, Judy volunteers extensively, offering free certification test preparation at Centinela State Prison, providing lectures for persons experiencing domestic violence at YWCA San Gabriel Valley, and delivers required Continuing Education Training for Substance Use Disorder Certified Counselors at Options for Recovery.

Her academic achievements, including a Ph.D. (abd) in Management with a specialty in Education, showcase a relentless pursuit of knowledge.



Congratulations

President
Dr. James Michael Burkett

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Western Tech

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Jack Werner
Exceptional Educator
Award Winner



20+ Years of Exceptional Service
Western Technical College
El Paso, Texas



Steve Hatch
Educator
Lincoln Tech

With over two decades of teaching experience, Steve Hatch has not only impacted the lives of numerous students but has also played a pivotal role in shaping the next generation of educators at Lincoln Tech.

One of Steve's remarkable qualities is his ability to infuse vitality into his teaching methods. Despite repeatedly teaching various courses, he consistently keeps the material engaging and relevant for students. This dedication is evident in his extraordinary course retention rate of 98.4% for 2023, showcasing his effectiveness in fostering a positive and conducive learning environment.

Beyond the classroom, Steve's commitment to the Denver campus extends to various facets. His proactive involvement in admissions tours, where he openly shares valuable insights with prospective students, demonstrates his passion for promoting the automotive field. Steve goes above and beyond by taking the initiative to train new admissions representatives, showcasing his dedication to the success of students and the institution.

As noted by Josh Jones, Director of Admissions, Steve embodies the essence of the campus community and is a true team player at Lincoln Tech. His collaborative spirit extends beyond his department, creating a harmonious and supportive atmosphere that benefits the entire institution.

Steve's dedication to community outreach exemplifies his initiative to educate beyond the classroom. His workshop at the Automotive Service Association Summit meeting garnered the highest attendance, highlighting his effectiveness in promoting the value of the automotive field to a broader audience.

Steve's passion, innovation in teaching, and commitment to the success of students and colleagues make him a genuinely unrivaled educator.



Megan Rauch
Advanced Education Cutting and Culture Team
Paul Mitchell Advanced Education
Regional Education Leader
Paul Mitchell the School Columbus & Cleveland

Megan Rauch has played a pivotal role in reshaping the Cutting System, providing a comprehensive understanding of haircutting techniques that resonate with a diverse student body.

As a strong technical educator, Megan's talent lies in establishing meaningful connections with students and fostering a deep understanding of the art of Haircutting. Her dedication to technical excellence is evident in the success of the evolved Cutting

System, showcasing her zeal to equipping students with the skills needed for success in the beauty industry.

Megan's influence extends beyond technical proficiency; she has been instrumental in developing Culture Systems within Paul Mitchell Schools. She has created a nurturing environment that supports effective communication and coaching for future beauty professionals by integrating emotional intelligence into these systems. Megan's emphasis on emotional intelligence reflects her holistic approach to education, recognizing the significance of both technical skills and interpersonal competencies.

A perpetual learner and advocate for growth, Megan continually invests in her leadership development. Her commitment to self-improvement is evident in her daily pursuit of becoming a more effective leader and educator, underscoring her genuine passion for shaping the future of beauty professionals.

Megan's multifaceted contributions to curriculum development, her emphasis on emotional intelligence, and her devotion to personal and professional growth make her a deserving recipient.



Sean Weiser
Head Massage Therapy Instructor
Pensacola School of Massage Therapy and Health Careers

With many years of experience, Sean Weiser has left an unforgettable mark on the medical community, earning respect through his collaborative efforts with doctors and chiropractors in the region.

Sean's expertise extends beyond the confines of the classroom; his impact is felt in the broader field of medicine, teaching, and student placement within the medical community. His dedication to guiding students towards successful careers, including ventures into self-employment, has been instrumental in shaping the professional landscape of his students.

What sets Sean apart is his professional competence and his commitment to the personal and professional development of those he teaches. His extra-mile efforts have elevated the standards of living for many, offering instruction and mentorship that extends well beyond the classroom.

Sean's influence is not measured merely in the successful careers of his students but in the profound positive changes he has brought to their lives. His selfless virtue and a genuine desire to uplift others have created a ripple effect of betterment in the lives of those he has touched.

This recognition is a well-deserved honor for his profound impact on the lives of students and the community.



Sara Vecchia
Pharmacy Technician Lead Instructor
Pima Medical Institute

Sara Vecchia navigates the multifaceted role of an instructor, program leader, and pharmacy professional with grace and enthusiasm. Displaying her efficacy, 88% of pharmacy students at Pima Medical Institute in Tucson, Arizona, successfully cleared their Pharmacy Technician Certification Exam in the most recent reporting period, scoring between 4-12 points higher on the four test domains. Sara has implemented Academic Action plans for struggling students and Zoom tutoring, which has helped increase retention rates from 70% to 83.6%.

Acknowledged as a particularly adept math instructor, Sara demonstrates commitment that extends beyond teaching to program oversight, American Society of Health System Pharmacists reporting, and the management of externship and site qualification visits. She also lends her expertise as a guest Pharmacology teacher for Tucson's Physical Therapist Assistant program.

Sara's influence extends beyond the classroom, as she plays a pivotal role in developing and managing hybrid content for the pharmacy technician program. Her dedication is also apparent in producing video lessons for pharmacy math content, shared collaboratively across programs. Additionally, she remains engaged with the pharmacy community, nurturing connections with alums who have become professional pharmacists and Pima Medical Institute faculty.

Her holistic approach and impressive contributions make her an invaluable asset to the pharmacy education community.



Terry Campbell
Vocational Nursing Instructor
San Joaquin Valley College (SJVC)

Terry Campbell's journey into nursing was inspired by her mother's unfulfilled dream, leading her to pursue a fulfilling career in Jamaica. After obtaining her RN and bachelor's degree, she specialized as a certified Critical Care Nurse and Psychiatric Mental Health Nurse. In 2010, Terry's professional path led her to Abu Dhabi, where she excelled as a charge nurse, clinical manager, and clinical resource nurse, achieving her master's in nursing education.

Her California visit in 2013 prompted a move to the state, and she joined Desert Regional Medical Center's ICU unit before becoming a Vocational Nursing Instructor at SJVC's Rancho Mirage campus.

Terry's impact at SJVC was immediate, inspiring students and faculty alike. Her students consistently achieve high success rates, earning her The DAISY Award from The DAISY Foundation, a global non-profit recognizing outstanding contributions in nursing.

Nominated by her students, Terry is celebrated for her outstanding mentorship. They commend her for ensuring thorough understanding, addressing challenges, and treating everyone equally. Terry instills not only academic knowledge but also imparts lifelong lessons on being a compassionate and competent nurse.

For Terry, compassion is integral to nursing; she embodies it by empathizing with each student. Her one-on-one approach, reflective practices, and continuous self-improvement showcase her commitment to providing the best education while fostering empathy and compassion in aspiring nurses. Terry's philosophy revolves around creating a learning environment where she teaches as she would want to be taught, ensuring each student receives the attention and support needed for their growth and success.

Chris Aguilar
Senior Director of Education
Southern Careers Institute

Dedicated, hard-working, intelligent, attentive, dependable, communicative, and enthusiastic, Chris Aguilar consistently strives to cultivate an engaging learning environment, especially crucial for first-generation students facing socio-economic stressors. His initiative in providing additional help to students and colleagues underscores his commitment to their success, fostering active participation in the learning process.

Chris goes above and beyond to challenge and support his students. His creative and competent lesson plans encourage critical thinking and problem-solving, ensuring a comprehensive understanding of complex concepts. Taking the time to understand his students individually, he tailors his approach to their needs and learning styles.

He is highly organized and reliable and maintains a professional attitude in all situations, dedicating himself wholeheartedly to teaching and administrative responsibilities.

His infectious enthusiasm and energy resonate within the Brownsville campus and throughout the broader academic department of Southern Careers Institute.



Dr. Bernardo E. Castaneda
Dental Assisting Program Director
The College of Health Care Professions (CHCP)

Dr. Bernardo E. Castaneda, fondly known as "Dr. C," is renowned for his effectiveness as a clinician and educator. Dr. Castaneda consistently exhibits initiative, innovation, conscientiousness, and professionalism.

As an educational leader, his dedication to academic excellence is evident in the consistent innovation of the Dental Assisting program under his guidance. Notably, the program achieved a remarkable 100% pass rate for the Texas State Board of Dental Examiners (TSBDE) Registered Dental Assistant Exam for the 15th consecutive year in July, marking his 16th year with the College.

Beyond academic achievements, Dr. Castaneda's positive energy and passion have profoundly impacted the school, creating an optimal learning environment for his students. He and his team go beyond academic excellence, fostering strong relationships with students through an emphasis on lifelong learning and community service.

Dr. Castaneda's dedication, leadership, creativity, and mentoring set him apart as a deserving recipient.



Madeira Selenica
Master Educator of Esthetics
Tricoci University of Beauty Culture

Madeira Selenica's remarkable contributions as an educator at Tricoci University of Beauty Culture underscore her excellence in teaching, dedication to student success, innovative approaches, community engagement, leadership qualities, and continuous professional growth.

Her teaching prowess is evident in her devotion to student learning. Overcoming language barriers, Madeira turned challenges into opportunities, showcasing to her students that determination and perseverance lead to success. Her journey of navigating the curriculum with limited English language skills is an inspiring example, fostering a sense of inclusion and connection with her students.

Madeira's care for her students extends beyond the classroom, providing guidance and support to ensure their academic and personal success. Her holistic approach to education creates a nurturing environment, leaving a lasting positive impact on her students' lives.

Innovative in her teaching methods, Madeira uses her life story to motivate and inspire students. Her journey of learning English and succeeding in esthetics resonates with students, empowering them to overcome challenges. This unique approach creates a sense of relatability, motivating students to excel in their studies.

Her leadership qualities shine in her dedication to student growth, serving as a role model for colleagues and fostering a culture of continuous improvement. Madeira's commitment to professional development, evolving from a student to an esteemed educator, reflects her dedication to excellence. Her impact extends beyond academics, inspiring students to overcome challenges and succeed in their careers and personal lives.



Andrei Kovalevskii
Massage Therapy Instructor
triOS College, Business, Technology, Healthcare

Andrei Kovalevskii actively engages with the faculty, contributing insights, implementations, and ideas that significantly shape the curriculum. Known for his relentless support and high standards, Andrei instills in his students a commitment to excellence, fostering an environment where they are encouraged to give their best effort daily.

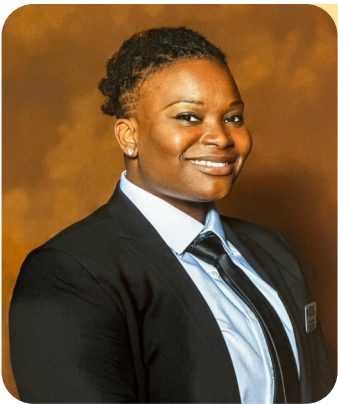
Embodying the philosophy of not spoon-feeding but providing the tools for self-empowerment, Andrei challenges his students, pushing them to excel. His teaching methods are diverse, ranging from hypnagogic techniques and neuroscience to flipping

the classroom, ensuring a comprehensive and interactive learning experience. Students respect his approach, recognizing that his high expectations are a catalyst for their success.

Beyond traditional methods, Andrei incorporates innovative approaches like virtual reality anatomy software, MCQ testing preparation, and interactive feedback. He keeps his students engaged by inviting motivational speakers from various provinces and even internationally.

Andrei extends his mentorship beyond the classroom, hosting students from other programs at his clinic, organizing field trips, and conducting specialized workshops. He actively assists students in securing job leads, provides references, and shares his wealth of experiences from a successful global career.

A testament to his dedication, Andrei teaches and lives the principles he imparts. He has achieved remarkable success through perseverance and hard work, sharing these valuable life lessons with his students. He consistently supports those in need, embodying the belief that hard work pays off. Andrei is a beacon of inspiration and a true difference-maker in the lives of his students.



Somer Lewis
Lead Pharmacy Technician Teacher
Unitech Training Academy

Somer Lewis's commitment to her students extends beyond her role as a pharmacy technician instructor. Her tireless efforts to create a dynamic and engaging learning environment have significantly enhanced the educational experience for those she guides. Through innovative teaching methods, she imparts the necessary technical skills and fosters a genuine enthusiasm for the subject matter.

Somer's dedication to student success is palpable, readily offering additional support and maintaining an approachable demeanor. Her genuine concern for the progress and well-being of her students has cultivated a strong sense of trust and respect among them.

In addition to her classroom role, Somer's impact is evident in her efforts to organize workshops, seminars, and extracurricular activities related to pharmacy technician education. These initiatives showcase her dedication to providing a holistic learning experience, allowing students to develop professionally and personally.

Somer's leadership within the Pharmacy Technician field has shaped numerous careers and contributed to the overall advancement of the profession. Her ability to inspire and empower students exemplifies her exceptional skills as an educator.

Her passion, innovation, and commitment to fostering a nurturing learning environment make her a remarkable educator and mentor.



Craig Belanger
Regent, General Education & Core
University of Advancing Technology

Craig Belanger's impact on the University of Advancing Technology (UAT) is transformative, redefining the education of future technologists. His commitment to instilling ethical values and relevance, combined with innovative teaching methods, positions him as an outstanding candidate for recognition.

In the swiftly evolving tech landscape, Craig's role as the overseer of UAT's general education curriculum is pivotal. He ensures graduates do not just create cutting-edge technologies but infuse them with ethics and user-centric value. His curriculum design fosters a profound understanding of relevant technologies, empowering students to effectively research, discern, apply, and defend their technological choices.

Craig's emphasis on communication in the curriculum ensures graduates can translate complex tech ideas into user-friendly language, seamlessly bridging the gap between technology and users.

Beyond traditional instruction, Craig's teaching philosophy revolves around inspiring students to unleash their full potential. His genuine passion for the subject matter and personal connection to students create an engaging and dynamic learning environment that sparks curiosity and encourages participation.

Innovative teaching methods distinguish him further. Integrating technology, creative projects, and real-world applications, he makes complex concepts accessible and relatable, inspiring students and fellow faculty members.

Craig is a beacon of ethical and relevant education in a world where technology's impact is pervasive. He shapes the minds of future technologists with technical prowess and the values and relevance that technology demands.



Omar Muneeb
Assistant Professor
West Coast University

Omar Muneeb is committed to enhancing teaching effectiveness and student learning. His consistently high FCE scores reflect this dedication, showcasing his impact on students' educational experiences. Engaging actively with students, Omar ensures that his responses, whether online or in class, are enthusiastic but also personalized, specific, and delivered in a timely manner.

Recognizing the importance of effective communication, Omar manages his availability judiciously and provides recaps of lessons, weekly announcements, and clear expectations. His approach involves leveraging various media formats such as images, animations, and videos to connect theoretical concepts with real-world scenarios, creating an enriched learning experience.

Omar's teaching methodology goes beyond traditional approaches. He employs visual aids like flowcharts to simplify complex chemistry concepts, conducts in-lecture workshops to encourage active learning, and offers multiple tutoring sessions weekly outside the classroom. His commitment to providing substantive feedback, constructive critique, and acknowledgment of students' achievements contributes significantly to a positive and successful classroom environment.

Driven by a profound passion for teaching and his discipline, Omar strives to impart this enthusiasm to his students, aiming to dispel any fears associated with learning chemistry. His goal is to foster an environment where students not only enjoy but also develop a genuine care for learning new subjects that are applicable to their future careers.

Teaching at West Coast University has afforded Omar a unique perspective on promoting student-centric education. This experience has not only contributed to his growth as an educator but has also solidified his role as a leader and mentor dedicated to the success of his students.

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Jack Werner
Vice President, Strategic Partnerships and Employment
Western Technical College

Jack Werner's journey at Western Technical College began in 2006 as a night Diesel instructor, where he has had a profound impact on students who attribute their success to his teaching.

Transitioning to a leadership role in 2010, Jack's pioneering work in creative scheduling and collaboration with industry sponsors led to unprecedented growth in program offerings. Starting with 53 students, the program expanded under his guidance to accommodate 320 students, with elevated courses becoming degree programs. His strategic partnerships, especially with NHRA, expanded the network of sponsors and internship opportunities nationally.

Recognized for his leadership skills, Jack rose from Program Director to Vice President for Strategic Partnerships and Employment. Despite his administrative role, he remained committed to personal and professional development, allocating time for certifications and upgrading skills in the field.

Jack's initiative established a groundbreaking relationship between Western Tech and Fiat Chrysler America (FCA), resulting in the FCA-Mopar Career Automotive Program (CAP). His innovative approach embedded Mopar Cap training within the curriculum, enabling graduates to attain 36 FCA factory-level certifications at no extra cost. The FCA partnership provided equipment, tools, and software for hands-on training, enhancing students' employability.

Additionally, Jack facilitated a partnership with Toyota North America, granting access to the Toyota Technician Education College Support (TECS) Program. This initiative allows students to complete online Toyota training modules, becoming certified entry-level technicians eligible for employment at Toyota dealerships nationwide.

His commitment to student success, dedication to professional development, and trailblazing leadership have elevated the educational experience and significantly expanded opportunities for students in the automotive field.



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Congratulations to all CER 2023 Exceptional Educator Award Winners

We'd like to recognize our friends and colleagues that go above and beyond in the field of education.

Steve Hatch, Lincoln Tech

Terry Campbell, San Joaquin Valley College (SJVC)

Chris Aguilar, Southern Careers Institute

Dr. Bernardo E. Castaneda, The College of Health Care Professions (CHCP)

Jack Werner, Western Technical College



2023 Leadership Institute attendees Vincent Brooks from Education Affiliates and Neldon Brown from Pima Medical Institute.

Empowering Tomorrow's Educational Leaders

By Jenny Faubert, Vice President of Communications, Career Education Colleges and Universities (CECU)

Every July, Career Education Colleges and Universities (CECU) organizes the [Leadership Institute](#), a week-long event that unites mid-level managers in the proprietary education sector. In 2023, the event took place at the Pima Medical Institute campus in Houston, Texas, drawing together more than two dozen professionals representing diverse educational backgrounds and programs.

The Leadership Institute, designed as a comprehensive professional development opportunity, immerses participants in a series of courses spanning school

management and operations. The agenda featured expert speakers covering crucial topics such as the role of proprietary schools in higher education, admissions best practices, regulatory compliance, team building, marketing, campus growth, financial aid, student services, community engagement, accreditation, public policy issues, and building relationships with government officials.

The rich and varied curriculum allowed attendees to expand their knowledge and foster valuable connections with peers and experts in the field. According to Chris

Albecker, Senior Manager at McClintock & Associates, “The CECU Leadership Institute exceeded all of my expectations in every way possible. The presenters were fantastic, it was evident that only the best of the best were invited to share their knowledge and expertise. It was a privilege to connect with like-minded professionals. The CECU staff meticulously arranged the event, and it was evident that no detail was overlooked.”

Ashley DeLuca, Career Services Coordinator from Aviation Institute of Maintenance Charlotte, encapsulated the sentiment of many attendees, expressing how the experience was eye-opening. She emphasized the value of learning from fellow professionals and commended CECU for organizing an event that seamlessly combined informative sessions with a welcoming atmosphere.

Samantha Rourke, Senior Accountant from StrataTech Education Group, provided insight from a corporate perspective, acknowledging the program's ability to bridge the gap between corporate offices and the day-to-day operations of schools. The immersive experience left her with a profound appreciation for the

intricacies of running a successful educational institution.

Evening social events provided a relaxed networking setting, facilitating interactions beyond the formal confines of the scheduled sessions. These moments of camaraderie were equally crucial, offering a space for professionals to share experiences, exchange ideas, and forge connections that could potentially lead to future collaborations.

“Beyond the scheduled sessions, the conference also provided ample opportunities for informal networking. Whether during coffee breaks, luncheons, or evening receptions, I found myself engrossed in conversations with educators, administrators, and industry leaders who were all eager to exchange ideas and collaborate on projects. I left energized and excited to implement new ideas and a growth mindset,” said Albercker.

Highlighting the importance of political engagement, State Representative Penny Morales Shaw (D-TX) joined the event, emphasizing the vital role the proprietary education sector plays in communities. The inclusion of political perspectives added depth to the discussions, underlining the significance of advocacy and awareness



2023 Leadership Institute attendees and speakers enjoy a group dinner.



State Representative Penny Morales Shaw (D-TX) with Pima Medical Institute leadership.



“The knowledge and wisdom I have gained from this experience is invaluable. I cannot wait to implement some of what I learned here to better serve our students and staff alike. The connections and relationships made here are irreplaceable and I look forward to working with them in the future.” -Nicole Ilisie, Assistant Program Coordinator, Tidewater Tech



“I truly learned so much. The topics were on point with the audience and the speakers were energetic and kept my interest. I am so glad I was fortunate enough to attend and I am certain that I will be able to utilize what I have learned in my current and future leadership endeavors!” -Kimberly Peacher, Dental Hygiene Program Director, Pima Medical Institute

in shaping the future of education.

The success of the Leadership Institute solidifies its standing as one of CECU's most sought-after professional development opportunities. Looking ahead, CECU aims to expand the program's visibility, ensuring that rising leaders throughout the sector can benefit from the invaluable insights and networking opportunities it offers.

The 2023 CECU Leadership Institute was a resounding success, bringing together a diverse group of educational leaders eager to enhance their skills and contribute to the growth and success of their institutions. As a beacon of professional development in the proprietary education sector, the Leadership Institute continues to empower and inspire the leaders of tomorrow.



Nicole Ilisie of Tidewater Tech and Samantha Rourke from StrataTech Education Group engage in ax throwing at an evening social gathering.



Speaker Jenn Christensen, Director of Admissions Training and Development, Herzing University.



“CECU Leadership Institute was a great opportunity for me to not only learn about many different colleges and schools in the sector, but also partake in very poignant sessions that aligned greatly with my trajectory as a leader.” -Robert Walker, Director of Admissions, University of Advancing Technology



“The Institute is a great week of learning for those who are new to their leadership role or looking to learn more about our sector and how we serve students in our communities. It is an excellent opportunity to share ideas and best practices with others who share a common goal: changing lives!” -Angela Heinz, VP of Growth & Development, San Joaquin Valley College, Inc./Ember Education

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Navigating the New Frontier: Innovation in Adult Teaching Post-COVID-19

By Louis Cabuhat, Ed.D., National Dean – Div. of Allied Health Education, Unitek Learning, Abdel Yosef, RN CEN, Ph.D., Provost and Chief Academic Officer, Unitek Learning, and Kristy Johnson, M.Ed., Instructional Designer, Unitek Learning

Within the realm of education, especially with adult learners, the COVID-19 pandemic has led to a remarkable transformation in both pedagogy and learning opportunities. It has evolved from a conventional, lecture-centric model into a dynamic and interactive experience. In a short period of time, the seismic shockwaves of the COVID-19 pandemic dramatically accelerated the need for innovation in adult teaching practices to improve accessibility, portability, and student success. The juxtaposition between the pre-pandemic paradigms and

the post-pandemic educational landscape continues to underscore the urgency for educators to adapt to new methods and find other avenues of innovation in their teaching styles like never before.

In fact, the global crisis, which forced an abrupt transition to remote learning, acted as a crucible, exposing the vulnerabilities of traditional teaching methodologies. Educators were compelled to rethink, reshape, and reimagine their teaching practices. Overnight, the nuances of innovation in adult teaching became starkly apparent

as it was no longer a matter of merely enhancing the existing educational framework but rather a matter of survival and relevance.

Unitek Learning, the parent corporation for Unitek College, Eagle Gate College, Provo College, and Brookline College, found itself in a situation familiar to colleges and universities worldwide when the pandemic occurred. The imperative to prevent the virus's spread led to the cancellation of in-person lectures and labs, pushing the institutions to swiftly pivot to online teaching. Unitek's journey through these challenging times provides valuable insights into the innovations that have been made in adult teaching, both before and after the pandemic.

In this article, we delve into the types of innovation in adult teaching practices, touching on the trajectory from pre-pandemic paradigms to post-pandemic imperatives. Join us as we explore the factors that have driven the transformation as we navigate innovative strategies that are reshaping the landscape for adult education in what some have labeled the “new normal.”

Pre-Pandemic Paradigms of Innovation in Adult Teaching

Before delving into the post-pandemic landscape, let's revisit the pre-pandemic era. In traditional teaching paradigms, educators served as the primary source of knowledge, imparting it to passive learners through conventional classroom lectures. In stark contrast, modern teaching methods emphasize active construction of knowledge by students, fostering competencies and transforming education into a personalized, collaborative experience.

Historically, educators have continually sought ways to innovate the learning experience for adult learners.¹ But what do we mean by innovation? Writ large, the word is a broad concept. Economist Joseph Schumpeter characterized innovation as essentially the act of introducing novel concepts or executing established practices in a fresh manner.² In higher education, innovation is described as the creation of markedly enhanced products, processes, and organizational methods with the intension of exerting a substantial influence on targeted stakeholders.³ For the purposes of this discussion, we suggest that an innovative teacher explores contemporary and varied methods and approaches of pedagogy with the goal of maintaining students' interest, motivation, and academic performance.⁴

Prior to the pandemic, innovations in teaching and pedagogy were well-documented in the literature, with researchers exploring the key competencies and attributes associated with teaching innovation.^{5,6} Many of these innovations had a significant focus on technology-enhanced learning (TEL), which took various forms and were adopted by adult educators to varying degrees.⁷ Innovation included gamification and interactive simulations, with the intention of making

learning enjoyable and memorable, while also fostering a deeper connection between learners and facilitating communication with teachers.⁸

In the years preceding the pandemic, financial investments in educational technology (Ed Tech) led to the emergence of adaptive personalized learning. Roger Win, Senior Director of the Online Campus for California State University, East Bay, highlighted the growth of these technologies, which played a crucial role in engaging learners when the pandemic struck. As noted by Win, adaptive learning, cloud-based technology, and chatbots emerged as essential tools, keeping learners engaged through SaaS-supported learning management systems.

In 2019, the EDUCAUSE Horizon Report was published, a valuable resource for educational innovators, as it shed light on noticeable trends. These trends included open education resources, advancements in technology for measuring learning outcomes, and the increasing integration of blended learning designs, which had become an “established component of higher education.”⁹ These pre-pandemic innovations laid a solid foundation for the subsequent transformation of teaching innovation. This was fortunate as no one could have predicted the magnitude of change that lay ahead with the arrival of COVID-19.

The Pandemic as a Catalyst for Change

The years following the pandemic served as a catalyst for educational transformation. Prior to the outbreak of the COVID-19 pandemic, teaching innovation was characterized by gradual progress.¹⁰ Educators had time to experiment and refine their practices, and many were hesitant to embrace any innovations within their classrooms. This persistence, even before the onset of the pandemic, highlighted the need for a shift in mindset.

Then in 2021, when the Trump administration declared a nationwide shutdown,¹² teachers found themselves in an incredibly challenging position. Many educators who were determined to continue teaching were suddenly faced with school closures and lockdowns. This abrupt shift left teachers grappling with a mix of emotions, ranging from concern for their students' education to personal frustration and uncertainty about how to adapt to remote teaching methods effectively.¹³

At Unitek Learning, the COVID-19 pandemic spurred rapid and transformative changes. In just a matter of weeks, the college transitioned over 4,500 students from on-ground, face-to-face courses to remote instruction. This shift required an extraordinary effort from both the school and the teachers, who suddenly found themselves navigating live, synchronous lectures and labs that had always been conducted in person. Significant elements of the curriculum – including lectures, notes, textbooks, assignments, and exams – now needed to meet with ADA regulations and then be swiftly converted into digital formats for delivery on the schools' learning management

system before classes could resume. Many educators had never been trained for online teaching, and they were now required to quickly develop the competencies required for effective remote, distance instruction.

Despite these challenges, the pandemic prompted a redefinition of innovation. The college, its leaders, faculty, and students all adapted rapidly to a new educational landscape. Vendors of educational technology also adapted quickly and played a crucial role by offering digital textbooks and online simulations to support the hands-on learning that would typically occur in a physical lab.

Meeting Student Demand for Flexibility and Convenience in Asynchronous Learning

In the wake of the global shift to remote instruction, educators were compelled to reevaluate their teaching methods and find innovative new ways to teach. This paradigm shift extended beyond teaching methods; it was also instrumental in reinvigorating students' motivation and engagement in their own learning within this abruptly-changing educational landscape. By embracing a learner-centric approach, adult learners became more self-directed and more engaged in actively participating in the learning process.^{14,15}

Asynchronous online education is not a new concept, but many traditional institutions did not offer it. This changed during the pandemic as they now had no choice but to embrace and offer online asynchronous delivery options. Especially for adult learners who are often juggling work, family, and other obligations, the flexibility and accessibility inherent in asynchronous learning catered to their diverse needs and circumstances, most prominently those who were seeking to upskill or reskill. Asynchronous learning also provided a lifeline to educational institutions as it allowed them to both acknowledge and respond to the complex responsibilities and commitments of adult learners.

With its 24/7 access, adult learners are able to seamlessly integrate their educational pursuits into their busy lives. Moreover, this approach accommodates diverse learning styles and allows for self-paced progress, which can help the learner to achieve deeper understanding and greater mastery of the subject they are studying. Another positive aspect of asynchronous learning is global connectivity, which allows learners to transcend geographical boundaries, thereby fostering inclusivity.

However, embracing asynchronous learning also brought an increased reliance on technology for teachers and students alike. To meet the increased needs of asynchronous learning, the educational experience had to be enhanced through innovations such as advanced learning management systems, virtual reality, and adaptive learning technologies. These innovations have provided valuable insights while ensuring flexibility and inclusivity for adult students in this "new normal" environment.

Unitek Learning's Trailblazing Innovations in Education

At Unitek Learning, academic leaders, too, recognized the urgency of fostering a culture of innovation within institutions, advocating for the adoption of technology and supporting the professional development of educators to navigate the evolving demands of adult education.¹⁶ This leadership-driven commitment to innovation complemented the advancements in teaching methods, collectively bolstering the resilience and adaptability of adult education, particularly in the face of unforeseen challenges like the pandemic. In fact, in its aftermath, the pandemic has left an indelible mark on teaching methods, as it required educators to reevaluate their pedagogical stances in order to adapt to a rapidly changing educational landscape.

The widespread adoption of remote teaching was one of the most profound changes brought about by the pandemic. This shift forced educators and academic leaders to think creatively and reconsider their traditional teaching methods and classroom power dynamics. It soon became clear that online instruction and the integration of technology were not merely temporary solutions but integral components of future education.

Remote teaching opened doors to greater accessibility in education; distance education extended learning opportunities to a broader range of students who might never have considered attending online courses. As teachers navigated this new online terrain, innovative approaches emerged. Video and audio asynchronous materials, for example, empowered educators to flip classrooms, fostering interactive synchronous class discussions. The static nature of traditional exams was also challenged, with project-based assessments emerging as an alternative that encouraged deeper learning and better problem-solving skills.

Unitek Learning exemplifies the transformative potential of these innovations extending beyond the boundaries of the traditional classroom. By implementing efficient scheduling practices, the college bridged the gap between subject matter experts and students, thereby enhancing the quality of education. Furthermore, their embrace of data visualization tools in 2022, such as PowerBi, empowered teachers and academic leaders by providing them with invaluable insights into real-time course-level progress, student feedback, retention factors, and graduate outcomes.

Perhaps most notably, Unitek Learning's commitment to a comprehensive institutional data infrastructure project, simply put, has reshaped the educational landscape. Breaking down silos and centralizing essential departments and services, this initiation has brought newfound efficiencies to the Institution. Custom data dashboards, enriched with predictive analytics and automated processes, enable timely interventions to support at-risk learners and reduce attrition rates. As a

result, improved communication, streamlined processes, and ultimately, enhanced learning outcomes have been achieved.

Jamie Holcomb, Vice President of Academic Strategy and Faculty Success, emphasized the need for institutions to not only embrace innovation but also provide a consumer-grade experience. Holcomb pointed out that while online instruction became ubiquitous, not all institutions created immersive learning environments that truly resonated with their students, especially in terms of employability and return on investment (ROI). To that end, technology has played a central role in enhancing virtual teaching experiences within learning management systems. Technological systems have guided individuals, particularly students, into making informed decisions and maximizing their chances of academic and professional success.

One could conclude that there was a silver lining to the pandemic with regard to teaching methods and student success. It triggered a paradigm shift in teaching innovation, leading educators and institutions like Unitek Learning to embrace innovation, data-driven decision-making, and a resolute commitment to student success. The experiences and changes in pedagogy brought about by these institutions and educators serve as a model for the broader educational community and provide an example of how to navigate the ever-evolving landscape of teaching and learning.

Conclusion

Adult teaching is not a destination but a continuous journey. It requires a commitment to ongoing improvement, a willingness to embrace change, and a recognition that adult learners are diverse, dynamic, and capable of achieving remarkable growth when provided with the right educational opportunities. The post-COVID-19 era offers a unique chance to build on the innovations borne from this crisis and to create a more inclusive, adaptable, and effective landscape for adult education. As we navigate the "new normal" in adult education, the lessons of the pandemic underscore the importance of innovation, adaptability, and learner-centric approaches. In an ever-changing world, adult educators must be poised to adopt these principles to meet the evolving needs of their students and provide their students with a meaningful educational experience. There is a silver lining to the pandemic, with all its challenges, as it has opened doors to a brighter future for adult education, one where innovation and flexibility are embraced with curiosity and enthusiasm.

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Kristy Johnson is an accomplished instructional designer with over 15 years of experience in online higher education, serving many years as a lead instructional designer at Grand Canyon University and at University of Phoenix before transitioning to Unitek Learning. Kristy's passion for education ignited during her early career as an academic advisor, where she discovered her zeal for helping students excel. Throughout her career, Kristy has designed courses and programs spanning undergraduate to graduate-level content. Her unwavering commitment lies in the creation of robust curricula that resonate with adult learners, emphasizing relevance and engagement as key principles.



Louis Cabuhat, an academic leader since 2004, specializes in higher education administration with a focus on building high-performing teams. Over two decades, Dr. Cabuhat has held diverse roles, from instructor to academic program director, director of academic affairs, and dean, providing compassionate and visionary leadership. Notably, he excels in innovating adult teaching methods and has earned the prestigious 2023 OLC Award of Excellence and Scholarship. His cultural awareness enhances his role as a faculty advisor, and he actively engages with the National Association of Student Personnel Administrators. Dr. Cabuhat is a holder of a Master of Education in Adult Education from Post University and a doctorate in Adult Education from Capella University.



Abdel Yosef is a highly accomplished healthcare professional with a rich background spanning more than two decades in higher education and nursing. Since 2017, Dr. Yosef has held the position of provost and chief academic officer at Unitek Learning, where he leads a national network of schools dedicated to providing nursing and allied health education. Dr. Yosef's academic journey includes the attainment of a Doctor of Philosophy in Nursing from the University of San Diego and a Master of Science in Nursing from Georgetown University. In recognition of his expertise, Dr. Yosef holds the title of Certified Nurse Educator (CNE), a designation bestowed by the National League for Nursing (NLN). Extending beyond academia, Dr. Yosef plays a pivotal role in enhancing the foundations of nursing education, equipping the emerging generation of healthcare professionals with the skills and knowledge to thrive in the ever-evolving healthcare landscape.

Dialing Up the Communication – A New Take on the Campus Newsletter

By Erin Vargas, President, Bellus Academy

Most schools know the value of internal communication, especially at a time when hybrid and remote education have transformed campus cultures. But in today's world that is hyper-focused on TikTok, Instagram, YouTube, and podcasts, is there still a place for "traditional" communication vehicles like the campus newsletter? In a word, "Absolutely!" At Bellus Academy, a beauty and wellness academy serving students at four campuses in San Diego, Calif. and Manhattan, Kansas, our e-newsletter, *The Routine*, drives connections, collaboration, and yes, communication among staff members.

Finding the newsletter voice

The Routine, launched in January 2023, is published monthly and e-mailed as a PDF to all staff and educators. The newsletter serves as a forum where staff and faculty can exchange news and views and celebrate peer-to-peer achievements. While there are certain areas of shared interests between school leadership and students, *The Routine* speaks to the community of team members charged with educating and nurturing students just getting started in the industry.

Planning a steady cadence

Content is planned a month in advance. During a brainstorming session, Shaira and Bellus Academy's PR consultant consider upcoming events, review employee anniversaries (Bellus-versaries), check out holidays and "national day" listings and consider what's going on in popular culture. For example, the July opening of the Barbie movie provided plenty of style inspiration for the August e-newsletter.

The news publishing cycle process follows a four-week schedule:

Bellus Academy's *The Routine* e-newsletter.



- Week one – brainstorm and send out e-mail for content ideas
- Weeks two and three – conduct interviews, source content, write content
- Weeks four – layout, publish and distribute

Content curation

Shaira encourages team members to serve as internal “correspondents,” submitting news tips and story ideas. “No news is too boring to share,” she says. Each issue contains a short blurb encouraging team members to offer news tips. A “Leadership Message” provides perspective from campus directors. One of the most popular articles was an emotional Father’s Day feature with Manhattan campus director David Yocum and his father, Nick. “The newsletter provides a behind-the-scenes look into staff members’ interests. Do they like to travel, read, or surf? Do they have a side hustle? Podcast recommendations, fun facts, and leadership advice are all part of the content mix.

Campus events and volunteer projects offer a prime opportunity to capture educators and staff working alongside students. Combining photos with captions is an easy and effective way to capture readers’ attention. New class starts, salon activities or service projects are all photo-worthy topics. Beauty is a field that’s all about creativity, so featuring students’ hair and makeup submitted for in-school or local competitions provides interesting content. “Most people enjoy learning about others – and are keen to share their own stories,” Shaira notes. Her favorite section of *The Routine* is the “5 Fun Facts” about team members.

Whether a career education program is focused on beauty, culinary arts, information technology or another skill, the news cycle can provide a steady stream of content ideas. *The Routine* regularly features trending hair, makeup, and skin looks. Reality TV shows, films or trending TikTok videos related to a career can all provide inspiration for content.

And finally, who doesn’t like a recipe? A recent summer issue of *The Routine* served up mocktail ideas to help staff kick off the summer season.

Designing the newsletter

Layout is another factor to consider. While Shaira drew on her experience working with a company that held a portfolio of magazines, she’s quick to point out that technologies make it easy for novices to self-publish. “There are so many tools and templates out there for self-publishing, and many of them are available for free,” she says. She recommends Canva as a free template source (a paid version is also available, but the free version will serve the needs of most self-publishers). More sophisticated functionality is available through various publishing tools on the market, including Adobe InDesign.

Publishing electronically means that length is no longer a limitation. A newsletter may start out as a front-

4 Tips to Launch Your Newsletter

Ready to start communicating with your school community? Here are four tips gleaned from Bellus Academy’s launch of *The Routine*.

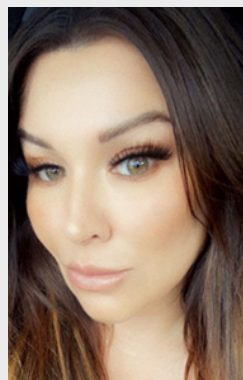
1. **Pick a distinct name.** *The Routine* was selected as a tongue-in-cheek description of the processes that are ingrained in beauty and wellness education. At Bellus Academy, we have routines for skincare, haircare, and nailcare – and routines are also ingrained into lesson planning and delivery. We shared the name rationale in our inaugural issue.
2. **Consistency is more important than frequency.** Consider the resources and time available for a newsletter. It may make sense to start with a quarterly newsletter. Regardless of whether a newsletter is quarterly, monthly, or weekly, be sure to honor the schedule. Similarly, be consistent with the look and feel of the newsletter, including colors, use of logo, etc.
3. **Collaborate.** People love to contribute, but they need to be reminded. Include a call to action in every issue, inviting people to share their ideas. And remind them, “no news is too boring,” and that they only need to supply the idea, not a perfectly worded article.
4. **Tap into tech.** Templates make it easy for anyone to get started. Take advantage of free templates and online tutorials. Google other e-newsletters and get inspired by all of the ideas around you!

and-back PDF. *The Routine*, started out as eight pages but has grown to as long as 20 pages.

Don't forget to listen

Communication is a two-way street, so don't forget to take in feedback. "I love the Microsoft reactions that start coming in when the newsletter goes out," says Shaira, noting that newsletter distributions are typically followed by various emojis. "It's an affirmation that I'm making a newsletter that people read, and this content matters to our team," she says.

Perhaps the most important thing to keep in mind when publishing an internal newsletter is that it is "all about the people." "It's so rewarding to give a shout-out to people who are quietly doing their job behind the scenes and validate the work they're doing that makes a difference for all of us," says Shaira.




Erin Varga was named President of Bellus Academy in March 2021. She previously served as Bellus Academy's Chief Operations Officer. Over a career spanning more than two decades, Erin has cultivated experience in the regulatory, compliance and financial aid sectors of secondary education.

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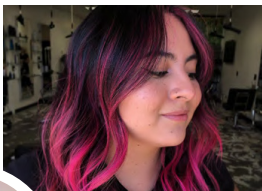
Email: evargas@bellusacademy.edu

Page from Bellus Academy's *The Routine*.

BELLUS BARBIE STYLE INSPIRATION



Come on Barbie (and Ken), let's go party! From Barbie's signature pink wardrobe to her glamorous pink-themed parties, there is an undeniable allure of the color pink. So much so, that designers used so much of one particular shade of fluorescent fuchsia paint that they contributed to a global shortage. So why not bring that same joy and vibrancy into your own life? Be inspired by bubblegum pink nails, chic rosy-hued highlights, or a bright and bold pink outfit. Embracing the color pink is like embracing the essence of Barbie herself - bold, beautiful, and unapologetically fun! So let your inner fashionista shine and indulge in the magic!



■ 11 THE BELLUS ACADEMY ROUTINE



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A person with dark hair and glasses is shown in profile, looking intently at a computer monitor. The monitor displays a code editor with a dark theme, showing various lines of code in different colors (blue, green, purple). The person is wearing a light-colored, textured jacket. The background is slightly blurred, showing what appears to be a window or another part of the workspace.

How States and Higher Ed are Leading a Resurgence in Tech Apprenticeship Programs

By Scarlett Howery, Vice President of Public Workforce Solutions, DeVry University

It is a time of resurgence for apprenticeship programs with a specific urgency to fill talent gaps in high-demand technology roles. There had been difficulty in building and executing tech apprenticeship programs in the past. However, several states – Arizona, California, Illinois, Georgia, and Texas – are making meaningful progress by incentivizing employers and partnering with higher education institutions. This is why more states and tech employers should take notice of the work underway so they can also turn potential talent into new hires and help close the opportunity gap by leveraging the benefits of a state-supported apprenticeship program.

The traditional model of apprenticeships has focused on filling gaps among skilled laborers such as electricians and plumbers with a learn-and-earn approach, which refers to apprentices being on the job, learning how to do the work, and once they've completed all the necessary competencies, they are hired on or have earned a certification. At DeVry, we've seen a need for there to be similar programs for tech roles. Large gaps in talent for cybersecurity, software development, and other tech professions have many organizations going without diverse talent that can help them grow and be competitive in the market.

According to Apprenticeship.gov, National Apprenticeship Week's theme this year in November was "Registered Apprenticeship: Superhighway to Good Jobs," to reflect the prominence that the Registered Apprenticeship Program (RAP) has received as an industry-driven, high-quality career pathway that allows employers to develop and prepare their future workforce, while individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally-recognized credential.

A registered apprenticeship program is industry-vetted, approved, and validated by the U.S. Labor Department of Labor or a state apprenticeship agency. Notably, RAP is already recognized as a key strategy for improving job quality and creating access to opportunities for populations historically underrepresented, including women, people of color, individuals with a disability as well as underserved populations such as the youth and young adults.

With that in mind, DeVry sponsors an apprenticeship program, which is executed through Registered Apprenticeship. We partner directly with CompTIA (The Computing Technology Industry Association), a leading provider of professional certifications for the IT industry, which helps us find employers who are looking for talent as we also work alongside academics and DeVryWorks. The apprenticeship program offers opportunities in cybersecurity, tech support, and data analyst to address the tech industry's broad talent shortages.

What Made Tech Apprenticeship Programs Difficult in the Past?

In the past, it proved challenging for tech employers to offer apprenticeship programs because of their limited resources and inconsistent approach to onboarding potential apprentices. Tech employers would often be tasked to create their curriculum for an apprenticeship program and find apprentices to bring in and onboard. On the other hand, higher education institutions would create curriculums for apprenticeship programs and have a student population or cohorts enroll in the program, but the tech employers' infrastructure and needs may not have been considered. Thus, there were gaps both ways. Registered apprenticeship programs have been the intermediary to step in to create apprenticeship program curriculums for both tech employers and higher education, while industry-recognized credentials such as those provided by CompTIA and Microsoft have helped to standardize competencies for such programs.

Components of Tech Apprenticeship Program Curriculum

Having a defined curriculum is key for every apprenticeship program, including ones geared toward technology careers. A program's curriculum should incorporate prescribed competencies that are led by the employer and supported by industry-recognized intermediaries such as CompTIA.

A curriculum for a tech apprenticeship program cannot be created in a bubble, or solely created by the state or an educational institution without buy-in from the employer, who's going to possibly take on and potentially hire the apprentice. Specifically, the curriculum should outline the job activities, training, and learning that will shape the apprenticeship experience.

Compensation is another important component as many apprenticeship programs are six months to a year. Unpaid apprenticeships have been linked to higher rates of incompleteness. Recognizing apprentices with a badge as they move through the program will also help them feel seen and motivated to conclude at the finish line.

Ways to Measure Success for Apprentices

Ultimately, there are two great measures of success for apprentices completing their program. First, going from apprentice to full-time hire is the ultimate measure of success for any apprentice. Second, those in tech apprenticeship programs can also measure their success through the opportunities provided to them to earn a credential. For instance, apprentices could have an opportunity to earn a Network Plus Certification through CompTIA, a credential that they can detail on their resumes to stand out to potential employers.

Ways to Measure Success for Employers

Similarly, organizations that host tech apprenticeship programs should look at their apprentice retention rate as an ultimate measure of success. Like the apprentice who wants to become a full-time hire, employers should want to retain their high-performing apprentices. Notably, some programs publicly share their retention rates.

However, some questions that employers can ask themselves when measuring the success of their program are:

- Does the apprentice remain in the program?
- Is the output different if I hire an apprentice?
- Was the apprentice retained as an employee for a longer amount of time than an employee hired off the street?

Why Experiential Learning is Important

We hear every day that skills-based hiring can be the solution for addressing tech talent gaps. But how can we create a level playing field for skills-based hiring? Experiential learning, or learning from experience, is a way to offer potential hires access to opportunities that enable them to train, upskill, and re-skill, which in turn can help with closing the skills gap and the opportunity gap in tech talent. Additionally, leveraging state and workforce-led apprenticeship programs in partnership with industry-recognized credential providers may be the first step to broadly move the needle on getting more talent into more roles.



Scarlett Howery is the Vice President of Public Workforce Solutions, leading state economic development partnerships for DeVry University to ensure critical, strategic growth, including the creation of multi-layered workforce solutions implemented and deployed through the university's Advantage Academy, community college pathways, and DeVryWorks. Howery's work drives community engagement and student enrollment in each market, as well as forms strategic partnerships to foster student learning and offer workforce solutions.

Since 2004, Howery has served in various roles at DeVry. Most recently, she was the vice president of campus and university partnerships, and previously the vice president of campus operations. She has also served as the group president of the southeast region, metro president of the greater Atlanta area and Columbus, Ohio locations; in addition to campus director and associate director of admissions for the Cleveland campus and as an admissions advisor.

Active in the community, Howery participates in the United Way Women's Leadership Council, League of Women Voters' Junior Achievement, and serves as a member of the Black MBA Association. She previously served on the board of the Ohio and Michigan Association of Career Colleges and Schools, and the Columbus Chamber of Commerce. She is a current member of the Illinois South Metropolitan Higher Education Consortium (SMHEC).

Howery is a passionate advocate for students to understand their options and resources, and therefore, enjoys legislative advocacy on behalf of students at the state and national levels.

Howery earned her bachelor's degree in advertising and marketing from Michigan State University and her MBA from the Keller Graduate School of Management.



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What Comes Next After Responding to Your Institution's BDR Applications

By Terance A. Gonsalves, Partner and Chair of the Education Team, Alston & Bird LLP

Over the past several months, many institutions have been receiving borrower defense to repayment (BDR) applications from the Department of Education. If your institution has received one or more BDR applications from the Department, you likely have at least two questions; should the institution respond to the application and what comes next. This article discusses why institutions should respond to these BDR applications and what the potential recoupment action looks like.

The statutory authority for the BDR regulations is set forth in 20 U.S.C. § 1087e(h) which states “the Secretary shall specify in regulations which acts or omissions of an institution of higher education a borrower may assert as a defense to repayment of a loan made under this part” From that single sentence, the Department has implemented regulations which have evolved since the initial implementation in 1994. The rule – first effective in 1995 – remained largely dormant until the collapse of Corinthian College which led to a much broader iteration of the rule effective July 1, 2017. That iteration of the rule was followed by the July 1, 2020 version and most recently the July 1, 2023 version. The U.S. Court of Appeals for the Fifth Circuit in *Career Colleges and Schools of Texas v. U.S. Department of Education* issued a nationwide injunction prohibiting the Department from implementing the July 1, 2023 version of the rule pending the outcome of that litigation. Thus, the most current version of the rule in effect is the July 1, 2020 version.

Relatedly, the Department entered into a nationwide class action settlement in *Theresa Sweet v. Miguel Cardona* which is pending in the U.S. District Court for the

Northern District of California. The plaintiffs in that class action alleged the class had filed thousands of BDR applications with the Department but the Department had failed to adjudicate those applications. To resolve the lawsuit, the Department agreed to discharge \$6 billion in federal student loans related to the BDR applications of 151 schools and it agreed to adjudicate the thousands of BDR applications filed with the Department prior to final approval of the settlement pursuant to a timeline agreed by the parties. The standards by which the Department will adjudicate the pending BDR applications pursuant to the settlement is generally lower than the standards required by the BDR rules. That settlement was finally approved by the court on November 16, 2022. While that settlement is the subject of an appeal pending before the U.S. Court of Appeals for the Ninth Circuit, the settlement was not stayed during the pendency of the appeal and the Department has proceeded to implement the terms of the settlement. Many have opined that the recent flood of BDR applications being sent to institutions by the Department today is a result of the *Sweet* settlement.

If your institution has received BDR applications from the Department, you should respond as invited to do so. Generally, the notices issued by the Department state, “[y]our school may submit a response to the borrower’s allegations in the borrower defense application but is not required to do so.” At this first phase of the BDR process, the Department engages in a fact-finding process to determine whether to grant the borrower’s application and discharge the borrower’s federal student loans. While that initial decision may not directly impact the institution,

the Department may then initiate a proceeding to collect from the school the amount of relief resulting from a borrower defense approved by the Department. Thus, the risk to the institution is the potential recoupment action that may follow if the Department grants the borrower's BDR application.

The response to the BDR application in this first phase affords the institution an opportunity to present facts not provided by the borrower that could result in the denial of the BDR application and eliminate the possibility of a subsequent recoupment action. If the institution does not respond to the BDR application, the Department only has the borrower's claims upon which to determine whether the BDR application should be granted. Further, the July 1, 2023 rule states that "[i]f the institution does not respond to the Department official's information request within 90 days, the Department official will presume that the institution does not contest the borrower defense to repayment claim." Thus, by not responding to the BDR application in the initial phase of the BDR process, an institution loses the opportunity to eliminate the possibility of a recoupment action, has not positioned itself to defend against a recoupment action and may have waived the ability to raise defenses in a subsequent recoupment proceeding.

Therefore, an institution should respond to the BDR applications it has received from the Department and substantively address each of the allegations asserted by the borrower in the BDR application. The response should also address the borrower's burden of proof, the standard of review, statute of limitations and other appropriate legal challenges to the allegations asserted in the BDR application. For example, is the application materially complete? Has the borrower identified the school representative responsible for the alleged misconduct? For loans disbursed prior to July 1, 2017, do the claims give rise to a cause of action under state law? For loans disbursed after July 1, 2017, does the borrower allege a substantial misrepresentation that was reasonably relied upon by the borrower? Further, the response should also preserve legal and procedural challenges to the BDR rules themselves.

Once an institution responds to its BDR applications, the Department will then decide whether to grant or deny the borrower's application. If it grants one or more of those applications, it may institute an action against the institution to recover the amount of relief it provided to the borrower.

The 1995 version of the rule did not include the procedures the Department would follow in a recoupment action against the institution but did limit the period in which the Department may initiate a recoupment proceeding. The Department has either three years from the end of the last award year in which the student attended

the institution or the limitation period set by state law for the cause of action asserted by the borrower. For loans disbursed after July 1, 2017, and before July 1, 2020, the Department must initiate its recoupment proceeding within (i) six years after the alleged wrongdoing; (ii) at any time if the BDR application is based on a judgment against the school; or (iii) at any time if the school received notice of the claim within the six years following the alleged wrongdoing. For loans disbursed after July 1, 2020, the Secretary may not initiate a recoupment proceeding more than five years after the date of the final determination of the BDR application. Under the July 1, 2023 version, which is currently stayed, the recoupment action must be initiated no later than six years after the borrower's last date of attendance at the institution.

The 2017 and 2020 versions of the rule provided that the recoupment actions would proceed as an administrative trial before the Department's Office of Hearing and Appeals (OHA) in accordance with 34 C.F.R. 668, Subpart G – Fine, Limitation, Suspension and Termination proceedings. The Subpart G procedures provided that a pre-hearing conference would be held before OHA to narrow the issues. Discovery, as provided for under the Federal Rules of Civil Procedure, is not permitted. Within the proceedings, the parties may file non-dispositive and summary disposition motions. At the hearing, in-person or written fact and expert witness testimony may be considered. Under the 2017 proceedings, the borrower was not entitled to participate. But under the 2020 version, the borrower was required to participate and the Department could revoke any relief previously provided if the borrower refused to cooperate. Substantively, the administrative law judge would determine what state law applies to a given application and whether evidence submitted by the Department establishes a cause of action under the applicable standard. Finally, the hearing official will issue a decision on the merits.

Under the 2023 version of the BDR rules, the proceedings to collect from the institution relief provided to the borrower proceed under Subpart H; i.e., as part of the Department's audit and program review determination. Thus, even the minimal evidentiary and due process protections afforded by the Subpart G proceedings before OHA are eliminated under the 2023 version of the rule.

Despite what version of the rule is applied to any such recoupment action, it is clear institutions may be waiting some time – even years – before it knows whether the Department intends to initiate a recoupment action against them or whether that risk is behind the institution. It is also clear that if there is a recoupment action, it will involve some type of litigation – an administrative hearing before OHA and/or possibly before a U.S. District Court following an adverse Subpart G or Subpart H determination. As institutions respond to the

BDR applications the Department has recently issued, institutions should keep in mind what may come next and collect, organize, and retain the evidence they may need to present years from now in their defense of a recoupment action.



Terance (Tery) Gonsalves is a partner in the Litigation & Trial Practice Group and chair of Alston & Bird's Education Team. He is a seasoned trial lawyer having tried more than 20 cases to verdict. He represents public and private schools, colleges, and universities, as well

as clients across other industries, in a variety of matters, including complex litigation, government and internal investigations, and regulatory and compliance counseling.

Tery has a comprehensive understanding of the federal, state, and accreditation issues facing education institutions. He previously served as Deputy General Counsel at a publicly traded proprietary education corporation, where he counseled clients in all aspects of the highly regulated education ecosystem. His clients include nonprofit and for-profit institutions he counsels on a myriad of issues.

Additionally, Tery has extensive experience defending claims arising under the False Claims Act (FCA) and high-stakes consumer class actions, including claims of consumer fraud, false and deceptive advertising, and unfair business and trade practices. He also has a nationwide practice defending class actions and individual claims alleging violations of various state and federal telemarketing laws, including the Telephone Consumer Protection Act (TCPA).

Tery also represents clients in front of multiple federal and state agencies, including the Department of Justice, Federal Trade Commission, Department of Education, U.S. Attorneys' Offices, state attorneys general, and various state higher-education agencies and accrediting bodies.

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More Than Classes and a Degree

By *Jeanne M. Patrican, Executive Director, Eastwick Foundation*

It is not in the curriculum, but Eastwick College students get a healthy dose of philanthropy mixed in with their classes. It could be the Surgical Technology students raising funds for Smile Train or the evening students raising funds to fight childhood cancer. But nowhere is philanthropy more evident than in the school's Feed The Hungry program.

This year marks the 10th Anniversary of Feed The Hungry, a program that – with its \$55,000 donation this December – will have donated \$405,000 to 11 local food banks. Feed The Hungry began with Tom Eastwick, Eastwick College's president and founder, and his belief in providing a valuable education while supporting the community. The first donation was \$25,000 shared by five local food banks, which has now expanded to 11 food banks receiving \$55,000 annually. Equally remarkable is that President Eastwick matches every donation that comes in.

Local businesses also contribute with many thanks to Inserra ShopRite, EarthCam, M&T Bank, Care One, Visions Federal Credit Union, Bergen New Bridge Medical Center, and Goldstein Lieberman & Company. Yet, Feed The Hungry is truly a grassroots program supported by students and staff. So far, nine on-campus fundraising lunches have been held this year, with more to come. Traditional bake sales have also contributed.

"I couldn't be prouder of everyone at the three campuses for the hard work and dedication it took to reach this \$405,000 goal," said Tom Eastwick. "It is important to be a good neighbor. The local food banks have often told me about the thousands of families the program has helped. With diploma in hand, Eastwick graduates will go into the world not only sharing their expertise, but also their propensity for giving."

The Community Service Corner is a new column highlighting the sector's contributions to local communities. To submit a story, contact Jenny Faubert at Jenny.Faubert@career.org.



Tom Eastwick with representatives of the 11 local food banks who will be receiving the \$55,000 donation.



Feed The Hungry Fundraising lunch.



Tom Eastwick sharing the news of reaching \$350,000 donated in 2022.

Outsourcing Course Materials: Perception vs Reality

Ten Considerations When Selecting a Course Materials Partner

By Michelle Leontis, Vice President of Product Development, Ambassador Education Solutions

The course materials landscape is ever-changing, whether through emerging technologies, greater diversity of resources, evolving student expectations, or increased emphasis on textbook affordability. As institutions assess their internal capabilities and what's in their students' best interests, many are turning to outsourcing to address course materials competencies and costs. Specifically, outsourcing has the power to deliver simpler, more effective, and more affordable pathways.

The course materials supply chain has a lot of moving parts. Institutions that manage it in-house need staff and resources to handle everything from booklist management and print and digital inventory, to orders and fulfillment, returns and opt-outs, support, financial reconciliation, and reporting.

From a technological perspective, these same institutions need to make sure their systems are integrated and talk to each other. Student, course, and course materials information must flow between the school's SIS, LMS, Course Materials Platform, and financial systems for seamless access and transaction transparency. Yet, the management and maintenance can be a lot for a school's IT team to shoulder. Additionally, with digital materials on the rise, institutions need to ensure students have easy access to eBooks and courseware as well as the necessary devices. They are tasked with managing license terms, assigning access durations, eliminating duplicates, tracking opt-outs, and more.

The pros of outsourcing course materials are many when it comes to improving operational efficiencies and saving money, yet some institutions still grapple

with the uncertainty of relinquishing control and the misconceptions of increased costs.

Operational Control

Some institutions like to have a hand in course materials operations, while others prefer to provide student and booklist information and then turn the management over to a partner. In reality, outsourcing empowers the institution to maintain its desired level of control. Flexibility and customization in an outsource partner are key and it's important that expectations are set up front. After all, faculty need academic freedom to choose the right materials, and institutions need a say in things like the overall design of a program, student marketing and communication, and pricing, including whether the school wants to generate revenue from course materials.

Process Efficiencies

Sometimes the assumption of another cook in the kitchen only complicates things. Yet when a course materials partner handles the adoption, management, delivery and access for all course materials, it frees the institution to dedicate more time and resources toward other institutional priorities. For example, a course materials partner can oversee system integration and maintenance, which relieves stress on an institution's IT infrastructure. A course materials partner also does the heavy lifting when it comes to working with publishers to secure materials, managing inventory, processing orders and shipments, handling returns and opt-outs, posting to

the student ledger, and offering a direct line of support to help students and faculty navigate the process.

Additionally, institutions are up front about the fact that they can't always adequately track all the data they need to verify usage and transactions, in part because data often lives in different silos across campuses. A course materials partner can aggregate large amounts of verifiable data and deliver customized reports so the institution sees exactly which students are accessing which materials, ensuring accurate payments.

Cost Savings

There is an element of financial risk when an institution operates its own course materials program. There are obvious and predictable costs, including personnel, facility, technology, student support, maintenance and more, as well as variable costs, including inventory. Inventory often can be the largest expense for an institution, especially if it must outlay cash for the entire inventory ordered, compared to paying only for items delivered to and/or accessed by students. Doing a total cost of ownership analysis will help an institution weigh its costs and better gauge the financial benefits of outsourcing.

The reality is that outsourcing can cost less. Having a partner that streamlines processes and simplifies workflows can lower institutional costs so those savings can be passed on to students. A course materials partner can also help an institution save money by fronting initial inventory costs, helping set the student sell price, ensuring students who access the same materials across more than one term or course don't pay twice, and reconciling actual usage and fees to avoid overpayment.

Ten Considerations for Selecting a Course Materials Partner

The decision to outsource should not be taken lightly. It's important to select a partner that can remain flexible to adapt to the institution's changing needs and scale with its growth over time. When assessing competencies, consider a course materials partner that:

1. Manages and maintains automated, seamless integrations and customizations through a centralized interface for simple, straightforward access to materials and data
2. Has the financial controls in place to verify actual usage and fees, ensuring students and schools only pay for materials used
3. Delivers comprehensive digital materials management, including licenses, access durations (non-expiring, semester-based, or census-based), returns, opt-outs and device programs
4. Has a proven track record powering Inclusive Access and Equitable Access programs, including opt-out capabilities, so students get the materials they need by the first day of class

5. Focuses on textbook affordability through complete transparency and gives the institution all the necessary information to establish the right pricing
6. Provides real-time, reliable analytics, custom reports and consolidated invoices that are available in one location for easier access and analysis
7. Offers user-friendly adoption tools to help faculty compare course materials, understand affordability options, and get real-time updates on out-of-stock or missing items
8. Maintains true dedicated inventory based on enrollment, which is not shared with other schools or marketplace purchases, so it is readily available and can be easily reassigned
9. Integrates controls that prevent students from purchasing duplicate materials and locks down materials for students who have opted out
10. Provides unmatched, dedicated service to students, reflecting the institution's values

About Ambassador Education Solutions

For decades, institutions have trusted Ambassador to simplify course materials adoption, management, delivery, and access. Ambassador's Course Materials Platform, RODA, integrates with an institution's systems, connecting students with affordable materials and easing operations and financial reconciliation.



Michelle Leontis acts as a trusted voice on behalf of Ambassador's clients, focusing on new product initiatives and integrations with an eye toward high-quality student and school course materials experiences that are customizable, configurable and scalable.

Interview Resentment

By Vincent Scaramuzzo, President, Ed-Exec, Inc.

Are lengthy and overcomplicated interview processes causing “interview resentment” and costing you money?

We have seen it all too often at my firm, Ed-Exec, Inc. An interview process goes on way too long, with too many steps, often causing “interview resentment.”



It is when a hiring process is so laborious that by the end your candidate of choice is exhausted and less likely to accept an offer. It can cause a candidate to be:

- Annoyed that you took up so much of their time.
- Frustrated that you were not able to be decisive about the hire.
- Worried that you are not confident in their candidacy – and that it could lead to heightened criticism and lack of normal patience from their hiring manager once work begins.
- Concerned that every decision at your organization is “by committee” and that they will encounter “red tape” and delays in expediting their work.
- To have higher salary expectations. If they are going to “put up” with perceived bureaucracy, they want to be compensated for it.

Sometimes clients leave us wondering what they are trying to accomplish. If I tried to buy lunch for any eight of your employees, anywhere in your organization, odds are I would have a difficult time getting them all to agree on where to order from. So how in the world could eight people decide on who is the right person for your next hire? It often feels as if they are trying to find something

wrong with their candidacy.

The statistics show the more people who interview a candidate, the less likely a consensus and a hire will occur.

At the same time, you want to make sure your hiring process is thorough and you conduct proper diligence. Some ways to avoid interview resentment are:

- To have a well-defined hiring process with clear steps and sequence.
- Clearly communicate the process to the candidate step by step.
- Avoid deviating from your hiring process by adding in last-minute interviews or just “one more person to speak with.”
- Try combining multiple stakeholders into the interview process. Instead of scheduling three stakeholders to three separate interviews with your candidate, coordinate all three to meet with them at the same time and go round the table.

Interview resentment can cause candidates to lose interest in your organization, go with another offer, or significantly inflate salary expectations. Try some of these tips and watch your acceptance rates go up.

Vincent Scaramuzzo is the President of Ed-Exec, Inc. A leading Education Executive Search Firm. He is also a contributing author to various education publications regarding education recruiting. As a specialist in the education field for over 20 years, Scaramuzzo works nationally.

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Category: *Accountants*

Focused on the specific financial and compliance needs of organizations involved in postsecondary education, Almich & Associates proudly serves for-profit and non-profit institutions nationwide. Our services include annual financial and SFA compliance audits, Single Audits, DOE attestations, merger and acquisition diligence and a full range of tax services.

Anthology

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Anthology offers the largest EdTech ecosystem on a global scale, supporting over 150 million users in 80 countries. The company's mission is to provide dynamic, data-informed experiences to the global education community so that learners and educators can achieve their goals.

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Categories: *Education & Training Materials, Software & Computer Services*

From print and digital to inclusive access, OER and more, Ambassador simplifies course materials adoption, management and delivery. Integrated with leading SIS, LMS, Financial Systems, eBook Readers, Publishers and Ambassador's Digital Content Platform, we connect students with course materials, driving down costs and improving outcomes. With Ambassador, course materials are simple, effective and affordable.

Becker Media

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Categories: *Advertising & Marketing Services, Internet Services*

Becker Media is a full-service marketing agency that specializes in marketing for higher education. We offer a full range of digital media services including pay-per-click, social media and SEO. We also provide all traditional media services including TV, Radio, and out-of-home. Becker Media has offices in Oakland, CA, Baltimore, MD, Long Island, NY and Santa Ana, CA.

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Tuition Options LLC

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