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Career Education Review

A Publication of CECU, the Voice of Career Education



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Career Education

REVIEW

A Publication of CECU, the Voice of Career Education

Editor

Jenny Faubert, Vice President of Communications
Career Education Colleges and Universities

Publisher

Career Education Colleges and Universities (CECU)

Columnist

Sharon H. Bob, Ph.D., Powers Pyles Sutter and
Verville, PC

Contributing Writers

Barbara A. Schmitz
Sara Klein

Career Education Review, a publication of Career Education Colleges and Universities, is the career college information source dedicated to providing top management, owners, sector leaders and organizations with the in-depth information required to operate a successful educational enterprise.

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Arlington, VA 22209

571-970-3941

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StrataTech Education Group President and CEO Mary Kelly started in the higher education field because she strongly believes in access and equity for all students. It's also the reason she's stayed in the field. She believes in knowing each student's name and doing whatever it takes to help students succeed.



The Refrigeration School offers students caring attitude, needed skills

Written from an interview with David Eaker, President, The Refrigeration School, Inc.

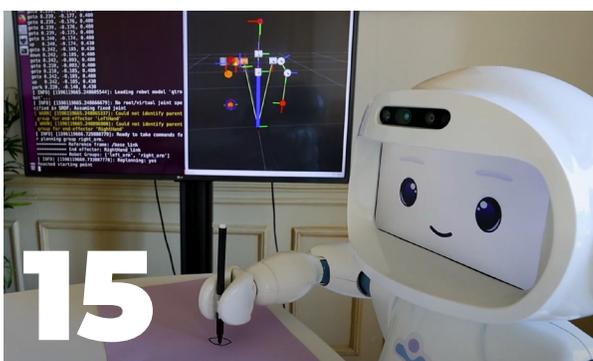
With strong retention and placement rates, it's clear that The Refrigeration School (RSI) in Phoenix, Arizona, is doing something right. President David Eaker attributes the school's success to programs that provide essential skills, instructors with real-world experience, staff members who are problem solvers and willing to help students when they run into problems, and strong employer relationships.



Career colleges utilize virtual reality technology to increase student proficiency

By Sara Klein

Virtual reality technology is being developed and implemented in career education. StrataTech Education Group has developed OcuWeld, an all-new virtual reality training program that runs off the Oculus Quest 2 device for students to practice welding skills. West Coast University has partnered with Microsoft HoloLens and Medivis to create Anatomy X, a mixed reality technology that allows students to work on parts of the human body using a headset, voice commands and hand gestures to manipulate the program.



Stanbridge University introduces revolutionary technology in new Robotics and Intelligent Sciences Lab

Written from an interview with Yasith Weerasuriya, President and CEO, Stanbridge University and Sarah Hamilton, Director of Media and Communications, Stanbridge University

Stanbridge University has opened a new Robotics and Intelligent Sciences Lab, which will house rehabilitation robotics as well as social robots to aid in therapy for patients on the spectrum.

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The College of Health Care Professionals (CHCP) has created a successful educational model that caters to the adult learner's busy lives. They have reshaped education to create structured, but flexible programs with flipped classrooms that are only two days a week in the classroom and the rest of the class work online. They have stackable "earn and learn" and transferable credentials within the CHCP network of institutions.



Annual CECU CEO Summit hosts three distinguished guests – Congresswoman Virginia Foxx, Congressmen Fred Keller and Burgess Owens

Each November, CECU hosts one of the premier events in the sector, bringing together the C-Suite leaders of schools across the country for collaboration and information sharing as part of the annual CEO Summit. The 2021 event, held November 9 and 10 in Philadelphia, carried particular significance as the sector faced multiple legislative and regulatory threats from the Democratic-controlled Congress and White House.



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Kelly believes in and works for access and equity for all students

Written from an interview with Mary Kelly, President and CEO, StrataTech Education Group

StrataTech Education Group President and CEO Mary Kelly started in the higher education field because she strongly believes in access and equity for all students. It's also the reason she's stayed in the field.

"There are a lot of people who may not have the same opportunities and resources available to gain the skills necessary to earn a livable wage. It is through the equitable access to education, where people can make a difference – to change the trajectories of their lives. In addition, it is through education where we can become stronger as a country by filling positions for the skilled trades that are in critical demand," Kelly said.

When she started working at Bryant & Stratton, she realized that for-profit colleges and universities were serving a group of students that traditional academia didn't directly address. Those proprietary schools wanted to give that group of students the opportunity to succeed with more personal attention and experiential (hands-on) learning.

"Not all students learn the same way. As educators, I believe that it is essential that we look to meeting the needs of our students. This always spoke to my mission of providing equitable access to education and serving the needs of the student," she said. "As career-based educators, we are able to provide that one-on-one support and to be nimble in providing the tools and resources in our programs

to help make students successful in school and as graduates in their careers."

"If a student needed something, you didn't have to wait three years to put in a brand-new program; you could put it in very quickly," she said. "I've never been anywhere except for in this sector where you can move so quickly to meet the client's needs. The clients are our students ... and their needs can be life altering."

Kelly said proprietary schools differ from traditional or community colleges because they tend to be more focused on the needs of students.

"I ran a school with 1,000 students and I knew every student's name," she said. "They could come in and they could talk to the campus president."

When she saw issues with student attendance, Kelly would personally call the student to ask why he or she wasn't attending class. "They'd say, 'Wow! You're the CEO and you're calling me?' How many times do you hear that in our sector? It's the ability to provide that one-on-one attention where we can truly make the difference for the student's success," said Kelly.

StrataTech Education Group operates two schools: Tulsa Welding School (TWS) and The Refrigeration School, Inc. (RSI).

Tulsa Welding School was founded in 1946 by a welder

and purchased by StrataTech in 2008. TWS began in Tulsa, Oklahoma, but additional campuses have opened in Jacksonville, Florida and Houston, Texas. Today, Houston is their largest welding campus.

The RSI of Phoenix, Arizona, has been providing training for the skilled trades since 1965. Purchased by StrataTech in 2009, RSI provides short-term training programs in electrical technologies, refrigeration technologies, electrical applications, welding specialists, electro-mechanical technologies and mechanical maintenance engineering, that range between six to nine months depending upon the program.

“Our commitment to our mission and passion for improving skilled trades education positions us to meet the demands of the job market,” said Kelly. “Our goal is to continue to expand our programs and locations to help our students launch into great careers that are in high demand and meet the growing needs of our employers and manufacturing partners.”

Kelly acknowledged that there will be some challenges to overcome, including the stigma around the skilled trades and the lack of awareness about careers in the skilled trades and their earning potential. A positive from the pandemic is that it highlighted the importance of the skilled trades, classifying many positions as essential.

In December 2021, StrataTech announced a new workforce development and retention solution for electrician, welding and HVAC/R employers nationwide called StrataSkills (www.strataskills.com). StrataSkills helps employers hire skilled trades graduates to fill open positions, provides ongoing training to keep employees’ skills sharp, offers training for new and entry-level employees, and custom training for experienced workers and opportunities to prepare for industry certification.

Kelly acknowledged that the career college sector has experienced some reputational issues.

“High demand for trained tradespeople created a huge opportunity for proprietary schools,” she said. “And some schools tried to be too much to too many people, diluting their value for the students.”

The sector has changed and is now focused on student outcomes, Kelly said.

“The schools that are thriving today are student focused



Mary Kelly, President and CEO, StrataTech Education Group

with good outcomes,” she said. “At StrataTech, we are proud of our student outcomes, graduates, and strong employer connections. We are about changing lives, filling jobs in demand and meeting the continually evolving needs of our industries. As such, we are focused on responsible growth.”

“Today’s career colleges offer advantages – including short-term, flexible programs that are reasonably priced to meet student needs,” Kelly said. “But just as important, career colleges work with employers to ensure that they can get qualified and capable employees when they need them. And that’s a winning scenario for students and employers.”

Kelly said one of the most important things she has learned in her career is the importance of keeping a work-life balance.

“I used to expect people to work like me. I’ve learned, people aren’t going to work like me (24/7), and no one should work like this,” said Kelly. “Work-life balance took me a long time to figure out. This was probably one of my biggest lessons because, we, as women, are often focusing on serving the needs of others and end up putting ourselves last.”

Too often, she skipped eating lunch or getting exercise because people needed her. “I finally realized you have to care for yourself so that you are able to care for and be a better leader for others,” said Kelly.

Kelly also commented on how her strong personality and passion helped her be successful by focusing on what is important – our students and their education.



“I have a very loud voice,” she said. “Growing up in an Irish Catholic family with nine kids, if you didn’t have a loud voice, nobody heard what you had to say. I’ve become softer over time.” Kelly said the only time she is a “bear” is when she thinks her students aren’t getting what they should get. “I’m very passionate about that; I’ll always be passionate about that,” states Kelly.

Her passion for the faculty, staff and students was evident when Houston was hit by Hurricane Harvey in 2017. One of their schools was in the epicenter of the damage.

“I couldn’t get a hold of anyone. I didn’t know if the school was OK, and I couldn’t get a flight out,” Kelly recalled. “I just knew my people were in the middle of this disaster...”

So, Kelly and others in the corporate office made a list of all the students, dropped everything else they were working on, and contacted them, asking what they needed. They ended up creating a GoFundMe account that raised about \$70,000, which StrataTech then matched.

The money was spent on students, such as Giovanni, who had started school just two weeks earlier. He and his girlfriend had been living in a basement apartment with their newborn child when the water started coming in.

Kelly said they used the money raised to secure hotel rooms for the students.

“We put Giovanni in a hotel, we gave him food and Giovanni made it to graduation ... and is working as a welder,” she added. “He had the wherewithal to know that this was his one shot. As educators, we need to support our students to fill these critical roles – for the benefit of the student, their families and the communities they serve.”

Written by Barbara A. Schmitz



Mary Kelly started out in the higher education sector teaching English and math fundamentals at Bryant & Stratton Business College. She ended as general studies chair before moving to Lincoln Educational Services in 2004, as executive director of a newly acquired college, Southwestern College, TriCounty campus. She was then promoted to

regional executive director at Lincoln in 2007, and three months later, was again promoted to a group vice president. In that role, Kelly oversaw nine schools in four states with revenues exceeding \$90 million.

In 2010, Kelly joined StrataTech Education Group, which specializes in the acquisition, growth, and development of skilled trade schools, as chief operating officer. She was promoted to president a few months later, and in 2011, Kelly was again promoted to president and chief executive officer.

Kelly has more than 20 years of experience in the postsecondary industry in both the for-profit and nonprofit education sectors. She also worked as the chief academic officer for the American Red Cross of Massachusetts Bay.

Kelly earned a bachelor’s degree in English and a master’s degree in English education and educational policy and administration from the University at Albany.



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The Refrigeration School offers students caring attitude, needed skills

Written from an interview with David Eaker, President, The Refrigeration School, Inc.

With a retention rate of about 85% and a placement rate of about 90%, it's clear that The Refrigeration School (RSI) in Phoenix, Arizona, is doing something right.

It's a combination of things that makes the difference, said RSI President David Eaker. First, they offer programs that provide good outcomes.

RSI has been providing training for the skilled trades since 1965. Purchased by StrataTech in 2009, today RSI provides short-term training programs in electrical technologies, refrigeration technologies, electrical applications, welding specialists, electro-mechanical technologies and mechanical maintenance engineering, ranging from six to nine months.

"Their most popular program is HVAC because it can include refrigeration, electrical mechanical technologies for commercial and residential applications," Eaker said. Although their solar, welding, and electrical programs are also popular.

"Someone can start working in that field and be able to start earning a decent income after they graduate," he said. Adding that RSI partners with more than 900 employers throughout the Southwest.

Eaker said with a 90% current placement rate, about nine out of their 10 graduates are currently finding work in their field.

Secondly, their instructors have real-world experience, along with dynamic personalities, making the classroom experience engaging, relevant and valuable.

"Classroom curriculum is what it is, but when you bring somebody who has a passion for the trade, then the classroom experience is more engaging," Eaker said. "We'll typically find someone who has been doing this for 20, 25 or 30 years."

Thirdly, RSI has staff members who are problem solvers

and can help students who run into obstacles.

Eaker said their staff members tell students, "OK, we know you want this, so let's figure out how to do it." Then they go through every option to decide how best to make student goals a reality.

Employers are engaged with the school, and RSI brings them in to participate in their Program Advisory Committee, career fairs or open houses.

"We share with them what we do and how we provide the trained graduates to fill their roles," Eaker said. "They hear that information, (and) it spreads through the community. Employees appreciate the collaboration and knowing we are working to provide a trained workforce."

RSI has employers continuously come to campus and talk to students in the classroom. "We provide any type of resource (they) need. If they are looking for somebody right away, our career services team is like ... 'Here are four or five candidates you can interview.'"

All of those things contribute to their strong employer-education relationship, Eaker said. For instance, some of the largest employers they partner with in Arizona include Parker and Sons, Chas Roberts, George Brazil Plumbing and Electrical, Goettl, Penguin Air & Plumbing and Corbin Electric. But the "mom and pop" businesses come through for them as well, as they look for graduates with specific



skillsets.

The average age of their students is 29 and most students are in their upper 20s or lower 30s, Eaker said.

“Employers are looking for diversity in the workplace,” Eaker said. “Our organization is focused on promoting diversity and inclusion in providing access to training for students from all different demographics. At our campus, we are proud to serve our tribal communities, members of the military and underserved populations. We are also strong supporters of women in the skilled trades. We have a growing population of female students and graduates and actively partner with various women’s organizations to increase the awareness of careers in the technical professions.”

What sets RSI apart from other trade schools is their intense commitment to student care. “At RSI, our instructors and staff are committed to individualized support for our students to help them to be as successful as they can be in our program,” said Eaker. “For instance, students realize that instructors will take the extra time outside of class to teach them skills they may be struggling with. RSI cares about the students and their outcomes and wants them to succeed in this booming market for skilled trades workers.”

Eaker recalled a student who was only two weeks into the welding program when his wife became ill, was diagnosed with cancer, and died a few weeks later.

“I wanted to make sure he knew we were there for him,” he recalled. So, he met with him, asked him how they could help him get through the transition, and how much time he needed off.

The student ended up completing the program, graduating, and securing a great welding job.

“We’re a school that wants what’s best for the student, and what’s best for the student ... is graduating and helping them to find a job in their career,” Eaker said. “You can talk about all the numbers – the great placement and retention rates and the number of students here – but at the end of the day, we want them to feel like they are coming into a community that cares about them and their success.”

Written by Barbara A. Schmitz



David Eaker started with StrataTech Education Group as director of admissions in 2014, just as they opened the Houston, Texas campus of the Tulsa Welding School. Within three years, the student body grew from 32 to 800 students.

Since 2017, Eaker has served as president for The Refrigeration School, Inc. (RSI), which has been training HVAC/R technicians for more than 50 years in the Phoenix, Arizona area. He is responsible for the operational effectiveness, academic quality, and campus growth, with the school growing from about 500 students to more than 700 in Eaker’s tenure.

Eaker attributes the increase in the number of students to the addition of a welding program and the expansion of their electrical program, resulting in increased student retention of about 85%.

StrataTech Education Group specializes in the acquisition, growth, and development of skilled trade schools. The group’s first acquisition was Tulsa Welding School in 2008, and it now has locations in Tulsa, Oklahoma; Jacksonville, Florida; and Houston, Texas. StrataTech acquired RSI in November 2009.

Eaker earned his bachelor’s degree in organizational business and leadership from North Park University and his Master of Business Administration degree in project management from the Keller Graduate School of Management from DeVry University

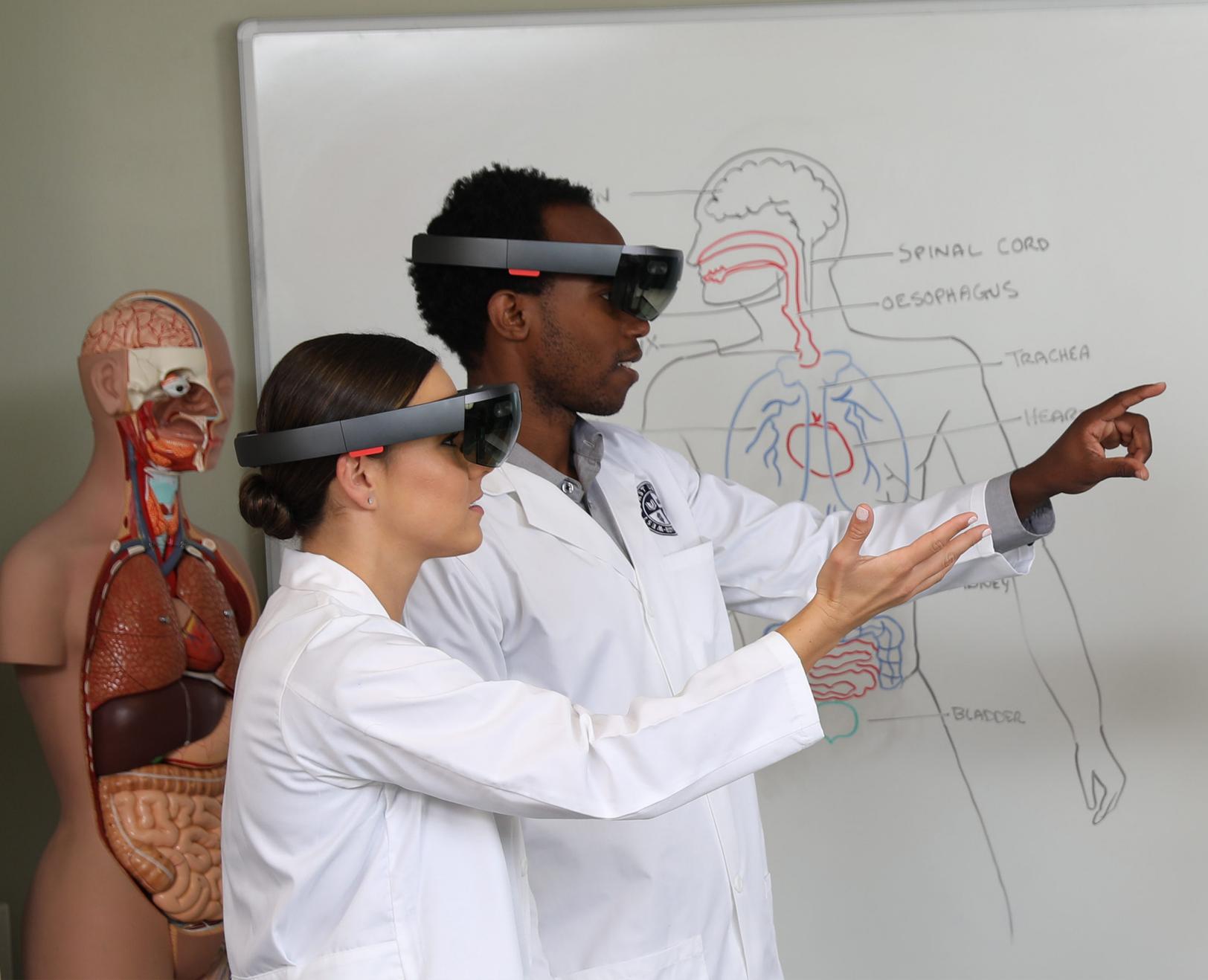
A woman with long dark hair is wearing large white headphones and looking down at a laptop screen. She is resting her chin on her hand. The entire image has a semi-transparent green overlay. The text is overlaid on the left side of the image.

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Career colleges utilize virtual reality technology to increase student proficiency

By Sara Klein

Virtual reality is a growing technology, not only in the widely known commercial gaming industry, but also in the career college sector. Two education organizations, StrataTech Education Group and West Coast University have worked to develop revolutionary virtual reality programs that allow students to excel in their chosen profession.

The first example of virtual reality is StrataTech Education Group, a leading operator of skilled trade schools that includes The Refrigeration School, Inc. (RSI), Tulsa Welding School (TWS), Tulsa Welding School Jacksonville, and Tulsa Welding School & Technology Center in Houston (TWSTC). StrataTech introduced an exciting new technology that pairs virtual reality with real-life welding skills. OcuWeld is a new and innovative virtual reality (VR) welding simulator designed from the ground up by welding instructors for welding students. The program allows students to learn the time-consuming and highly physical tasks of prepping, grinding and joining materials in a virtual environment that mimics classroom lab training. Each new student will receive an Oculus Quest 2 pre-loaded with OcuWeld, as part of their gear kit, starting in January 2022 at the RSI Phoenix and TWS Tulsa campuses.

Chase Lane, VP of Transformation for StrataTech, believes that digital transformation in education will help address the nation's critical infrastructure needs.

"It's time that higher education meets the needs of its students rather than vice versa," Lane said. "Digital is transforming education and ensuring that these technological advances reach the skilled trades is extremely

important to StrataTech and vital to the growing needs of our labor force."

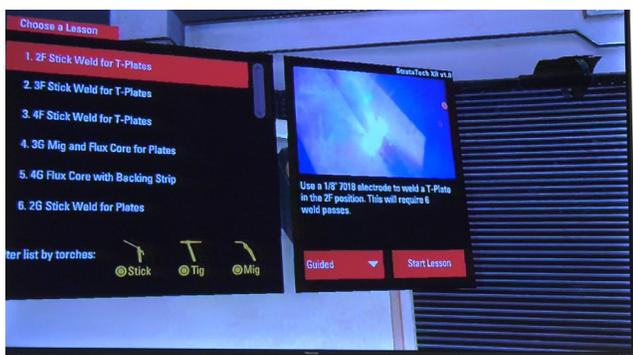
With OcuWeld, students get a chance to practice and hone their skills and build muscle memory, which helps with proficiency.

"Students who spend extra time outside the classroom perfecting their skills are often the most successful," said Alex Declair, director of the welding programs at RSI. "But due to the restrictions associated with practicing welding, whether it's access to materials, equipment, or a safe working environment, many students struggle to supplement their learning outside of the classroom."

OcuWeld's virtual environment gives students the academic benefits of accessibility while eliminating access, safety, and cost concerns. Students can access OcuWeld at any time, even without Wi-Fi.

"As educators, it is our responsibility to ensure that we infuse technology into our programs and curriculum to meet the changing needs of our students and their future employers," Mary Kelly, President and CEO of StrataTech, explained. "OcuWeld will not only help our students get additional training, but it will also position them to meet the growing demand for skilled professionals."

The technology combines real life skills with gamification awards, giving students a fun, competitive and educational



OcuWeld provides welding students the opportunity to practice hands-on classroom training in a virtual environment, making concerns about safety, access and cost of materials no longer relevant.



OcuWeld fully immerses students in a virtual environment that mimics classroom lab training and provides access to lessons that complement their online and onsite curriculum.

experience.

“For example – if a student is learning MIG welding they can immerse themselves in it. They’re able to pick up the pieces, they can actually feel how it feels to be MIG welding,” Kelly explained. “They can adjust the equipment, get badges, get graded, and there’s an avatar that speaks to them and tells them how they’re doing and what they can adjust. It’s as real as an experience you can get with welding.”

This new technology is the first of its kind to be this portable and accessible.

“There are some folks out there that do virtual welding, like Lincoln Electric and Miller Welding, but generally they have very big machines that are virtual welders, and you have to go into a lab to do it. Miller just came out with a smaller option, but you still have to wear a helmet and it’s a little bit different,” Kelly said. “We wanted to develop a personal device that provides students with individual access to practice their welding skills, on their own time, as well as to provide an environment that would make learning fun such as gaming.”

In addition to OcuWeld, StrataTech has also partnered with a company called Interplay to create VR experiences for HVAC training.

StrataTech is patenting the technology and has trademarked the OcuWeld name. They hope to share this technology with other educators to provide remote access to new technology and training that might otherwise not be possible. OcuWeld can also be used to help encourage students to try the new technology and experience what it is like to work in the skilled trades. The hope is that more high school students are exposed to great career opportunities as a professional in the skilled trades industry.

Another school that has taken advantage of the technology in virtual reality is West Coast University, which is one of the country’s largest private nursing schools. They partnered with Microsoft and Medivis to create a virtual reality experience in the core class of anatomy, where they use a customized mixed-reality solution using Microsoft HoloLens and Medivis’ Anatomy X software. Not only has the new technology increased student test scores, but it also prepares students to use advanced technology in their future careers in the healthcare field.

The school motto is “ahead of the curve,” and Chief Information Officer Segar Annamalai decided to follow that mantra by spearheading the partnership with Microsoft and Medivis to help students deepen their understanding of the systems of the human body.

“Our IT department likes to look for ways in which new technology solutions can assist our faculty to transform the learning experience for our students,” Annamalai said. “For example, anatomy class is a prerequisite course for all the other advanced training, and the knowledge of the content taught in the class will be something our students rely on throughout their careers in healthcare. We investigated new approaches to learning including new teaching technology solutions, so that we could provide our students with all the tools they need to thrive.”

Annamalai was responsible for forming a task force to search for the solution that would create the rich learning

experience they wanted. They wanted a system that was mobile or wearable (not tabletop-based), they wanted the learning to be customizable for individual learning situations, and they wanted a strong company they could count on to continue to build and support their needs. After extensive research, Microsoft HoloLens was chosen as it met all their needs.

After the hardware was determined, it was time to find the software company that would pair well with HoloLens. Annamalai sought out a company that would offer a strong sense of partnership, along with high-quality graphics and innovative vision.

“Engagement was the differentiating factor,” Annamalai said. “Medivis was committed to helping us succeed and shared our dedication towards continual improvement.”

It took 18 months to develop the exact Anatomy X solution they wanted. They added more student-facing detail, improved the dissection features, and added labeling to the visualization. They also built quiz functionality into the software so they would be able to quantify student progress.

Anatomy class consists of instruction, dissection, and experiments. They devote part of every lab session to HoloLens instruction.

“Students learn in different ways and providing a tool like this lets us reach more students in a way that works for them,” Annamalai explained. “Students put the headset on, and it’s just a tremendous ‘wow.’ They get right away how you just use your hand movements to dissect the heart,” he said.

Each class begins and ends with a quiz using the system to track learning progress. The teacher guides the class through a lesson with everyone looking at the same image, and then they can break into smaller groups to explore.

“The platform generates mixed reality 3D models of more than 5,000 anatomical structures rendered from human CT and MRI data, some of which are almost impossible to see in real tissue samples,” Annamalai explained. Though the system responds to





West Coast University partnered with Microsoft and Medivis to create a virtual reality experience in the core class of anatomy, where they use a customized mixed-reality solution using Microsoft HoloLens and Medivis' Anatomy X software.

over 100 voice commands, students tend to manipulate the models with hand gestures to keep noise in the lab down.

The new technology was first piloted in a single class. The data revealed significant improvement in student satisfaction and higher student grades, so the program was expanded widely across the Los Angeles campus. Then, within two years, to three other campuses.

“Students averaged an increase of 10 percent in their final class scores. The failure rate for anatomy was reduced by 25 percent, which increased student retention and sped up the time to graduation,” Annamalai said.

Right now, the university’s 250 HoloLens units remain

strictly for shared on-campus use. However, Annamalai looks forward to students someday being able to take them home for remote use.

Mixed reality is expected to play a growing role in diagnostics and surgery, which means students’ familiarity with mixed reality technology will prepare them to fast-track into leadership roles in their careers.

“When they arrive at the hospital as nurses, they will already be at par, if not ahead of par, with some of the doctors,” Annamalai said. “There are very few doctors who have used MR, so our graduates can be advocates in the hospital for this type of technology.”

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Stanbridge University introduces revolutionary technology in new Robotics and Intelligent Sciences Lab

*Written from an interview with Yasith Weerasuriya, President and CEO, Stanbridge University
and Sarah Hamilton, Director of Media and Communications, Stanbridge University*

With a long-standing history of using innovative technology for its students, Stanbridge University, located in California, has opened a Robotics and Intelligent Sciences Lab. The lab will allow students to learn and research new types of robotic based treatments to help patients, using technologies that are not yet widely available in the United States, giving students a leg up when starting their careers.

The first part of the lab, rehabilitation robotics, is geared towards rehabilitation of the lower and upper limbs and joints with advanced technology first observed at the Medica International Convention in Dusseldorf, Germany just before the pandemic. The technology from countries such as Israel, France, Italy, Luxembourg, the United Kingdom and the United States is emerging to deliver better rehabilitation outcomes amidst a sea of change in federal regulation on reimbursements for therapy services that the Centers for Medicare and Medicaid Services implemented in 2019 and 2020 called PDPM/PDGM. Medicare reimbursements for therapy services changed dramatically in October of 2019, with the number of minutes that can be reimbursed being reduced, yet outcomes needing to be maintained,” Weerasuriya said.

“These technologies have proven to rehabilitate patients with better outcomes in similar time frames to traditional treatments as well as accelerating treatment timelines,” said Yasith Weerasuriya, President and CEO of Stanbridge University.

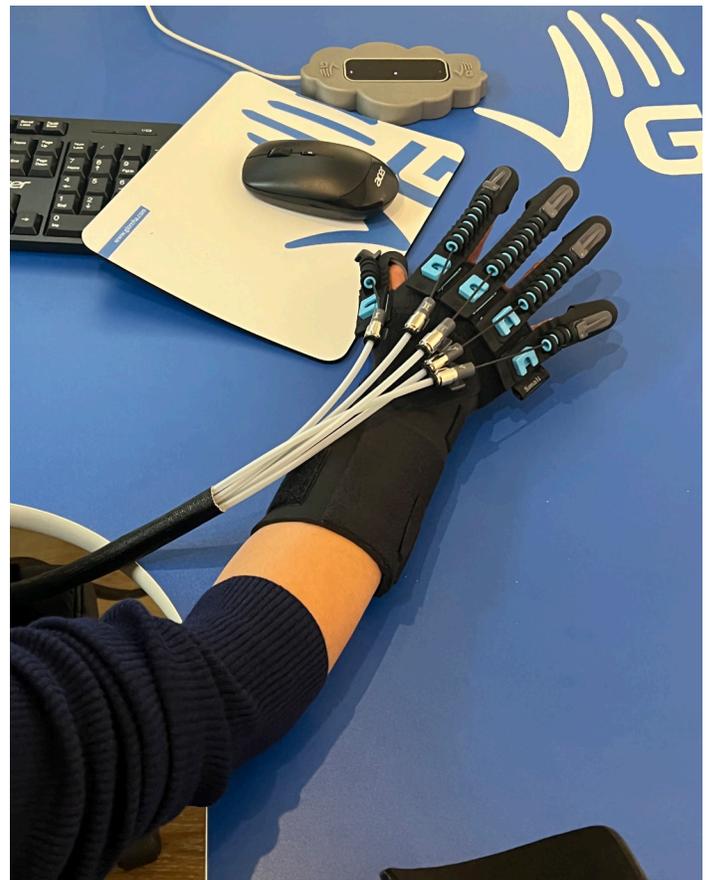
“For example, if a therapist is helping you do an exercise right, at some point, the therapists’ hand gets tired, but with a robotic device, you can repeat treatment hundreds of times safely and precisely; that has a very predictable outcome when it comes to the recovery process.”

Stanbridge University is the first institution on the West Coast and only the second in the United States to obtain Sinfonia; an advanced robotic device for hand rehabilitation developed by the Italian firm Gloreha Indrogenet. Gloreha Sinfonia is a rehabilitation glove that supports joint motion in the fingers while detecting voluntary active motion and is designed to help patients recover functional movements. Multisensory stimulation in the glove and 3D animation on the screen keep patients motivated during their motor exercises, which help them perform grasping, reaching, and picking exercises while interacting with real objects. Sinfonia can be used to treat patients who have suffered from a stroke, traumatic brain injury, Multiple Sclerosis and Parkinson’s Disease amongst others.

Gloreha Sinfonia’s second U.S. installation is in Pennsylvania at the University of Pittsburgh in the Department of Physical Medicine and Rehabilitation where it is being used to support research on emerging therapies

aimed at increasing neural plasticity in stroke and spinal cord injured patients. Gianluca Guizzetti, a Gloreha Indrogenet representative said, “We’re truly honored to embark on this exciting journey with Stanbridge University.” After consolidating its presence in Europe and Asia, Idrogenet has recently undertaken the challenging and ambitious project of approaching the American rehabilitation environment. “We’re glad this partnership represents our first step on the U.S. West Coast and we’re sure Stanbridge will soon become a reference point not only in the national robotic rehabilitation network, but for the whole Gloreha international community as well,” said Guizzetti.

“Another rehabilitation robotic system we acquired is from an organization in Israel called MediTouch,” Weerasuriya said. Their ArmTutor device allows for isolated functional exercise practice of the elbow, shoulder, and a combination of both. The device provides detailed exercise instructions and precise feedback on the patient’s exercise performance and improvement.



Sinfonia is the most advanced device for functional hand rehabilitation, equipped with a robotic glove able to mobilize fingers, detect patient’s active movements and perform mirror bimanual training.



The ArmTutor allows for isolated elbow and shoulder and combination elbow and shoulder functional exercise practice.

“It went into high demand during the pandemic because the company developed MediTutor TeleRehab software allowing physical and occupational therapists to connect to their patients online, through webcams, enabling regular check-ins as well as customized and guided exercise sessions. MediTouch comes at a relatively more affordable price point that makes its commercialization in the wider market much more possible.”

Stanbridge is integrating the use of these new robotic technologies into the curriculum in the graduate occupational therapy, undergraduate occupational therapy assistant and physical therapist assistant programs.

“Our faculty will be trained in the technology in early spring, and the curriculum committees will conclude integration in early summer. Our graduate students will start to conduct research using these robots in the fall and present their results at regional and national conferences next year,” Weerasuriya said.

Even though these technologies are revolutionizing patient care, the health care field isn’t seeing wide use of them yet in the United States due to COVID-19.

“Some of these products have gotten a strong foothold in Europe and Asia. The Europeans have a lead when it comes to the development of rehabilitation robotics technology and when it comes to the use of social robots for the treatment of children on the autism spectrum. In the United States, it’s not as widespread in clinical use, but is beginning to be implemented at universities for research and clinical

treatment,” Weerasuriya said. “I think the challenge has been the price points for these devices, especially with pandemic-related hits, that the therapy world may not necessarily see as an attractive option for just a little while longer.”

“I am thrilled to be involved in another advancement in therapeutic modalities at Stanbridge University. Working with Gloreha has been fascinating,” stated Rebecca de Ruyter, Assistant Director of the PTA Program. “I look forward to teaching our students new and exciting ways to implement physical therapy techniques that not only challenge the physical body for hand function, but also activate the brain to apply the current research on neuroplasticity. The integration of technology with the traditional therapies of ROM draws in the focus and motivation of the patient battling very challenging diagnoses. The potential for change is exponential with Gloreha.”

Stanbridge University is also beginning another phase of development in the robotics lab with the addition of exoskeletons from Ekso Bionics, a bay area company, and Wandercraft in Paris, France.

Robotic exoskeletons can help clinicians get patients out of wheelchairs, walking with a cane or crutches, and back to a more normalized posture during gait training. Ekso is an FDA-cleared exoskeleton for treatment of acquired brain injury, or ABI, stroke and spinal cord injury (SCI). Ekso Bionics helps physical therapists, physiatrists and doctors to clinically rehabilitate patients, allowing them to regain mobility. It is an excellent tool to help patients progress, get



them back on their feet earlier and walking unassisted, if possible.

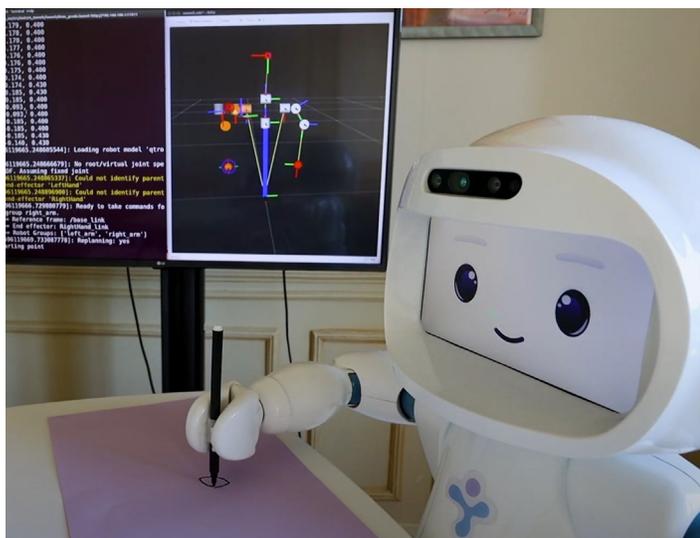
The exoskeleton from Ekso Bionics is called a quadruped because of the use of the arms and crutches. Stanbridge is also working with Wandercraft, the makers of Atalante, a self-balanced exoskeleton designed to emulate human walking through 12 actuated degrees and cutting-edge dynamic walk algorithms. Atalante is a biped device that allows the patient to fully stand on two feet, without the support of crutches, along with calibration from a therapist. Both units are expected at Stanbridge in the fall of 2022.

In addition to the rehabilitation robotics technology, Stanbridge is also introducing robots that help patients on

the autism spectrum work on social skills and other therapies. One expressive humanoid social robot from Luxembourg is called the QTrobot, an easy-to-use assistive tool for increasing children’s engagement and provides progress monitoring through its automated session reporting and insights dashboard. QTrobot is also a powerful platform for human-AI research and teaching. It is used by top research institutes around the world for STEM education, elderly care and healthy aging.

Stanbridge’s second social robot, Moxie, is a next-generation AI robot developed in California that complements traditional therapy and supports social-emotional development in kids through play. Moxie can perceive, process and respond to natural conversation, eye contact, facial expressions and other behavior as well as recognize and recall people, places and things to create a unique and personalized learning experience for children. Moxie robot enables a child to engage with physical touch and eye contact in a way virtual characters cannot, providing a major advantage in learning skills, especially in the areas of social and emotional development according to Embodied the maker of Moxie.

“QTrobot and Moxie are both at Stanbridge right now as we speak. Our technical support staff and faculty are currently undergoing training on how to use these robots, with curriculum integration scheduled in the coming months,” Weerasuriya said.



QTrobot uses facial expressions, gestures, and games to teach children with autism spectrum disorder about communication, emotions, and social skills.

“We are excited to see the research projects our students will conduct with these social robots. Currently, the two social robots have limited use with older patients and I know our students’ upcoming research projects could contribute greatly adding to the body of knowledge with



Moxie is next-generation AI robot that complements traditional therapy and supports social-emotional development in kids through play.



Yasith Weerasuriya is President of Stanbridge University, with locations in Irvine, Los Angeles and Riverside California. Stanbridge is an award-winning institution with a focus on pre-licensure health care programs in Occupational Therapy, Physical Therapy, Nursing and Veterinary Science. Mr.

Weerasuriya has over 25 years of executive leadership experience in the private higher education sector. Mr. Weerasuriya is a nationwide speaker on the integration of community service in higher education and recently founded the Root for Change initiative to plant 10,000 trees in Southern California by 2030.

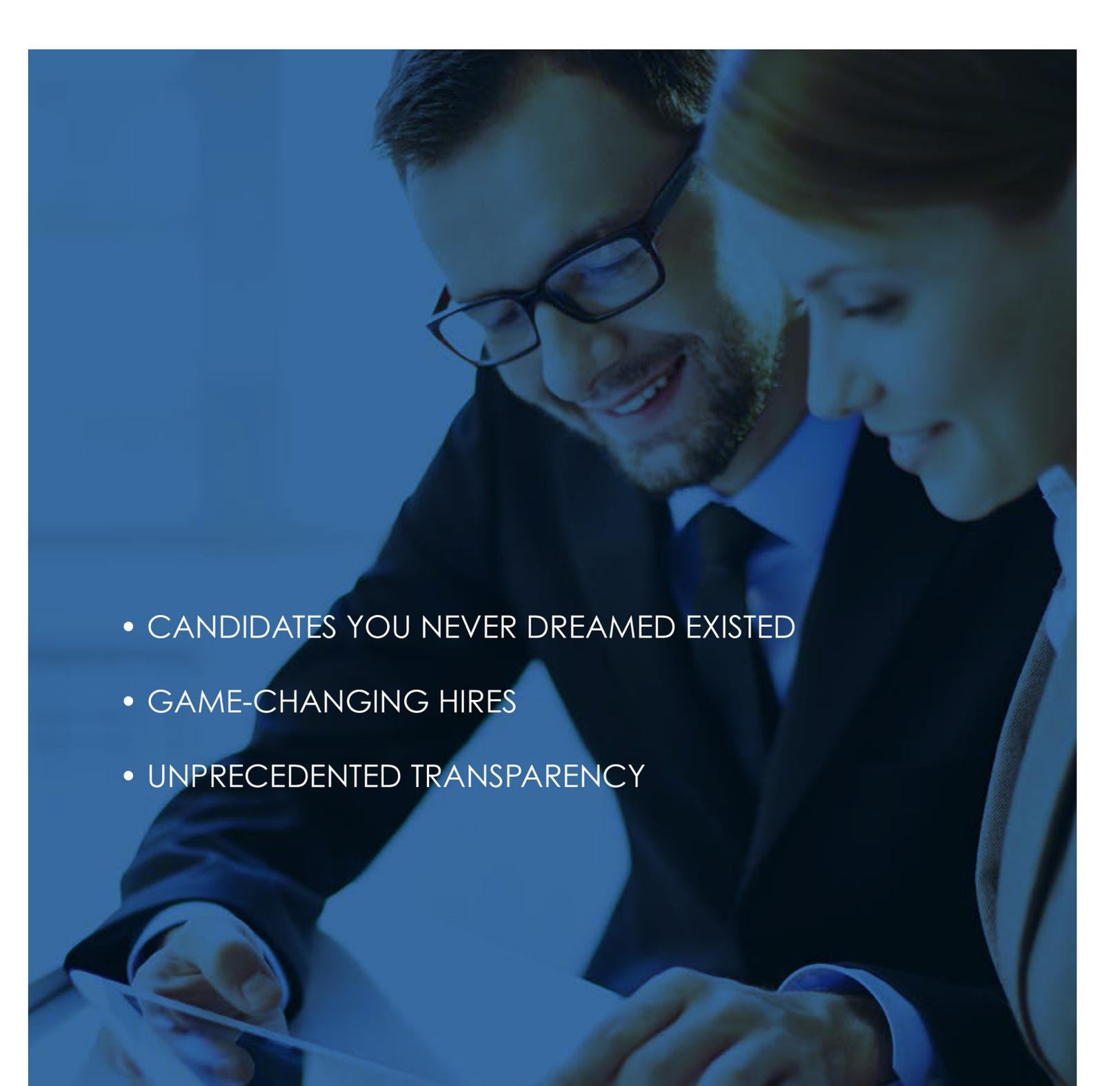
that population,” Hamilton said. “Young adults and older patients on the spectrum could get assistance with daily social interactions, how to react in certain situations or how to respond to others facial cues. This will be especially useful to young adults on the spectrum enrolled at Life College which has a long partnership with Stanbridge University.”

Stanbridge University plans on having graduate students in its Master of Science in Occupational Therapy degree program conduct a number of research projects this fall.

“We will have approximately 16 groups of students for a total of 64 who can choose any area of robotics in the lab that they want to specialize in and start researching; we hope they will be chosen to present their research at regional and national conferences in 2023.”

Weerasuriya said the robots are expected to be integrated into a faculty practice clinic where students will be able to treat patients under the tutelage of the faculty in the late summer of 2022.

Written by Sara Klein

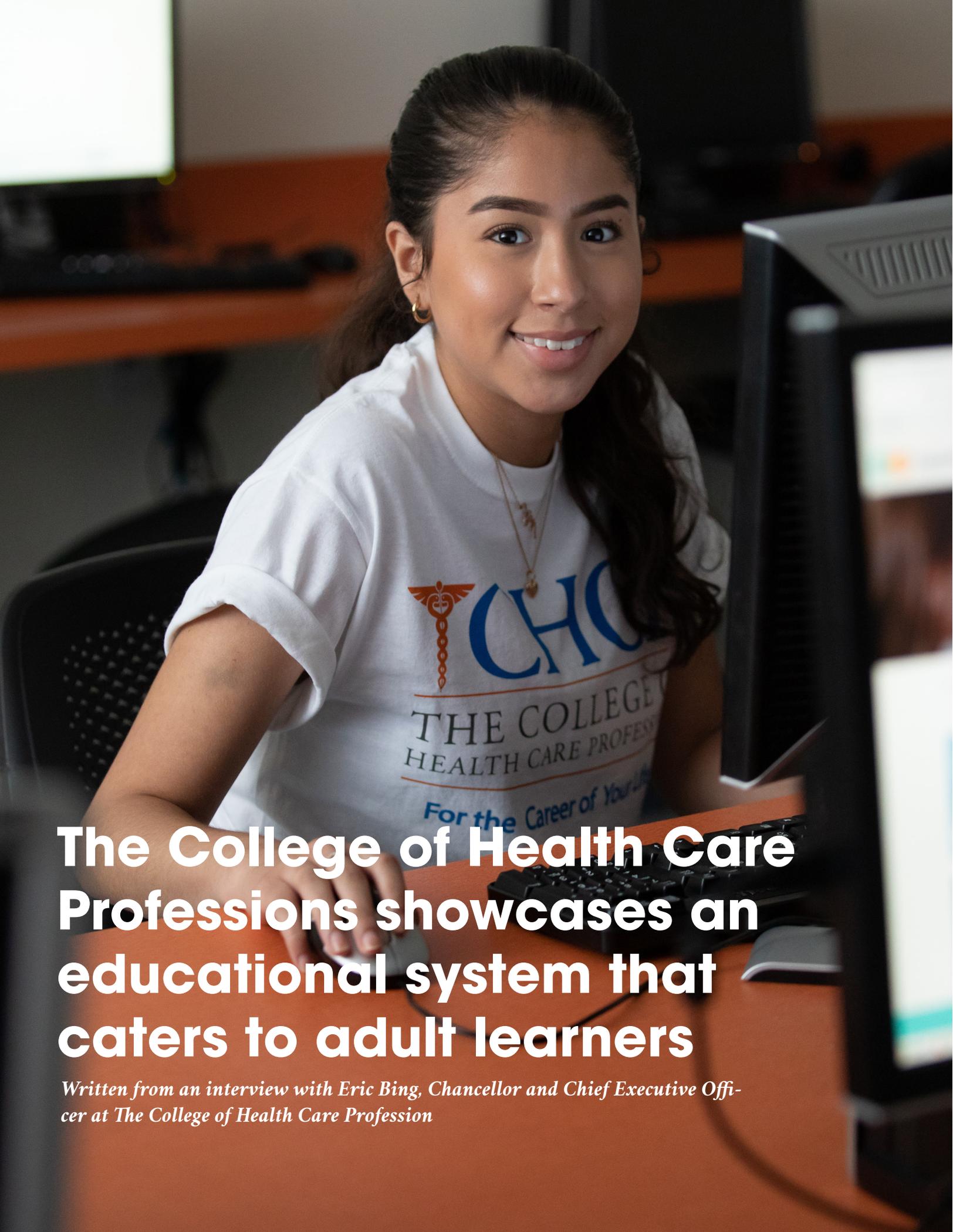
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The College of Health Care Professions showcases an educational system that caters to adult learners

Written from an interview with Eric Bing, Chancellor and Chief Executive Officer at The College of Health Care Professions

The College of Health Care Professions (CHCP) makes it a priority to cater to adult learners and their busy lives by using blended classrooms, short-term degrees, and stackable credentials to help their students see success and gain careers.

The 2020 pandemic has turned education upside down, but because of CHCP's philosophy of building flexible education around the adult learner's busy lifestyle, they were able to stay fully operational.

"On its campuses, CHCP had already moved to a blended flipped classroom model where the students were using Chromebooks and e-books. The ground schools were almost all blended, two days a week in the classroom and the rest of the class work online," Eric Bing, Chancellor and Chief Executive Officer at The College of Health Care Professions said. "We literally trained on a Thursday/Friday and moved the students online on a Monday, Tuesday. We did not lose one day of class in the transition other than in a therapy program where the state required us to temporarily pause."

As with most colleges focused on health care, CHCP had issues getting students into clinicals and externships at the onset of the pandemic, however, CHCP's broad employer network helped them maneuver through the COVID-19 related delays.

"We have an extremely large employer network with over 1,500 employer partnerships," Bing said. "In addition, we have placed graduates with over 5,000 employers in the last five years, which gave us flexibility on how all the externships worked out, although we definitely fell behind in some clinical training from a timing perspective. Through it all in the first year of COVID-19, we graduated over 3,300 students and placed 80% of these aspiring professionals."

One of the most important parts of their program is the hands-on aspect, which was difficult to continue during the pandemic period. By using the blended curriculum, simulation and other tools, they were able to prevail. CHCP continued the hands-on training through the use of PPE, social distancing, GoPros and other methods to keep their students moving forward and engaged.

"We utilized more simulation during that time period and integrated it even deeper into our programs. We will continue to utilize additional simulation, even though the students are back in person," Bing said. "Students really enjoy the hands-on part of learning. It's very powerful and it's good for retention and for helping students visualize their goal of a professional health care career."

The school moved to blended learning with flipped classrooms about five years ago, with their McAllen campus piloting, and they've been rolling it out to their other campuses

over the years. CHCP has had some very successful outcomes because of its innovative approach to education including blended and online learning, career readiness and externships, stackable programs and wrap around services. They attribute these outcomes to building education specifically for an adult learner with very limited time.

"I am extraordinarily optimistic about adult learners' abilities to have educational and career success, even if 'for example' they have not had a good K through 12 experience, are a single mom and/or if they are the first in their family to attend college,"
Bing said.

"The key is to create a relevant educational model that works with their lives. (The Strada Educational Network has conducted superb research on the relevance of educational models for adult learners.) We need to take education to them, not make them come to an educational model that was originally developed almost 1,000 years ago and was built for young learners that had the ultimate luxury of time and financial support."

Bing believes that CHCP's model of education, which puts the students' needs front and center to help them be successful, is what makes their programs unique and sustainable.

"Our typical student has no luxury of free time. A typical



student is a single mom working two jobs with hours changing all the time because they work part-time retail. She arrives home tired, juggling kids' activities, meals and their homework before putting them to bed; it's 10 o'clock at night and she's exhausted. If she has been assigned three hours of reading, it is rarely going to happen," Bing said. "On the flip side, if you have built your educational model, so if they have 15 minutes while they're waiting to pick up their kids or they are on their lunch break that they can do some bite size incremental work, such as adaptive learning or a simulation, it can make a difference in not being overwhelmed. If they have e-books where faculty can target important sections and use adaptive learning to help hone in on areas needing additional support, it helps to provide a relevant learning modality for their lives. Two day a week in-person classes versus four or five days a week in-person classes can reduce the amount of childcare a parent/student must secure and can help them not have to quit their job. You can create an environment that makes for extraordinary success. You just need to build education that is structured in content but flexible in delivery."

Besides building the educational model around the students' needs, another aspect of CHCP'S success is the stackable credentials they offer.

“Trying to have someone get through a bachelor’s program in four years when they’re living day-to-day, it’s like tying both arms behind their back and expecting them to make it,” Bing said.

“But if you create an ‘earn and learn’ model, you can help stabilize an adult learner and allow them to continue their educational journey utilizing their already earned credits. Our certificate programs transfer into CHCP associates completion programs, which transfer into CHCP bachelor completion programs. A CHCP graduate can decide when the time is right for them to go to the next step towards a bachelor’s degree. We have nine-month certificate programs for medical assisting, dental assisting, medical coding and billing, physical therapy technician, as well as a 13-month certificate for the limited medical radiologic technologist. If we can help our students achieve success in these short certificate programs with national certification exam preparation, it gives them confidence for future academic and professional growth career success. In health care, there are all sorts of national certifications that are accepted across the country. If you have a medical assisting certification, a sonographer certification or a



surgical tech certification, you're usually in good shape and it's recognized. Externships are another feature of our programs that help our aspiring professionals understand live work settings while they are still a student. Many of our graduates are hired directly for full-time positions from their externships."

"A study reviewing our student's FASFA information showed, on average, our incoming certificate students are making only a little more than \$10,000 a year when they enroll. In as little as nine months, aspiring professionals have the potential of making significantly more as entry-level health care professionals plus benefits and probably most importantly steady hours. All of these factors help to further stabilize the new professional's life," Bing said. "They can then utilize their certificate credits to 100% transfer into a CHCP associate program with potential for promotions and increased pay. These programs have an opportunity to stack without losing any credit. When a student completes an associate degree, then there is an opportunity to stack into a bachelor's degree."

Another piece of what makes their model powerful is the career readiness aspect.

"Our aspiring professionals come to CHCP because they want a professional career. A large percent (39%) are first-generation college students and have not had exposure to professional careers. We tie in career readiness starting in the very first class module, so that from the beginning they are learning about what it's like to work in a health care setting. Their time in externships further deepens the understanding of the culture and language of a professional health care setting," Bing said. "Our employers not only provide externships to our students, but they engage in



of opportunities for employment. We cannot graduate enough at this point to cover all our employer partners' needs, the needs are just huge," Bing said. "We are seeing shortages across the spectrum of health care professions in nursing, medical imaging, surgery, emergency care and ophthalmology, to name a few."

CHCP continues to work on their curriculum and processes to provide a better, more successful experience for their aspiring professionals and employer partners. Their hope is that other educational institutions will take advantage of the concepts of blended classrooms, stackable credits and career relevant programs that can provide better chances of success for adult learners with complicated lives.

"I believe there needs to be increased focus on creating relevant educational environments that take education to adult learners. There is a massive market out there of aspiring professional adult learners wanting to retool. We need to focus on creating more efficient ways of building structured, but flexible, career-based education to provide success for our adult learners," Bing said. "We have to continue to focus on going deeper with our employers and staying up to date with ever changing technological and certification needs. We must innovate and pivot to stay relevant to our students and employers."

Written by Sara Klein

advisory committees to keep our curriculum current. Health care is changing quickly and we work hard to ensure our graduates have the most applicable skills needed by our employer partners. It creates a win-win situation.

Tying into CHCP's focus on keeping their programs up to date with health care trends takes scanning the horizon for what skills will be needed in the future.

"With the pandemic, it is now becoming important to train on how institutions use telemedicine. I think this is an area where we will see a lot of growth. I see many opportunities for medical assistants (MAs) to grow their careers with the changing needs of health care. We are seeing MA's assuming more responsibilities and being used in hospitals more than ever before. They are filling in to augment some of the duties that use to be performed by nurses and other staff," Bing said. "Another trend that is happening is that hospitals are focusing on sending people home as quickly as possible to heal versus in the hospital. Sending patients home quicker creates a whole new ecosystem of medical procedures and monitoring needs at the home versus what used to happen in the hospital. There is now a need for multi-skilled medical technicians in addition to the more traditional home health aides, nurses and physical therapists. We see this as a fast evolving area of opportunity for upward mobility in health care careers."

The health care field, along with many other fields in the United States, has been struggling with a labor shortage, which career colleges are working hard to help alleviate.

"We are seeing major shortages of medical assistants. Nationally certified CHCP medical assistants have lots



Eric Bing has devoted his career to expanding health care education, quality health care and workforce development opportunities. Since 2015, he has led The College of Health Care Professions (CHCP), the largest allied health care training provider in Texas, and has spearheaded the institution's work to continuously raise employment outcomes. Under his leadership, CHCP developed and implemented a nationally recognized flexible and stackable pathway model to enable economic mobility for working adults with complicated lives and built a career-focused strategy in partnership with over 1,500 employers.

Eric is a frequent commentator on higher education and health care training, and has appeared in U.S. News and World Report, Forbes, RealClearEducation and The EvoLLLution, among other outlets.



CECU Career Education
Colleges and Universities

CECU CEO Summit

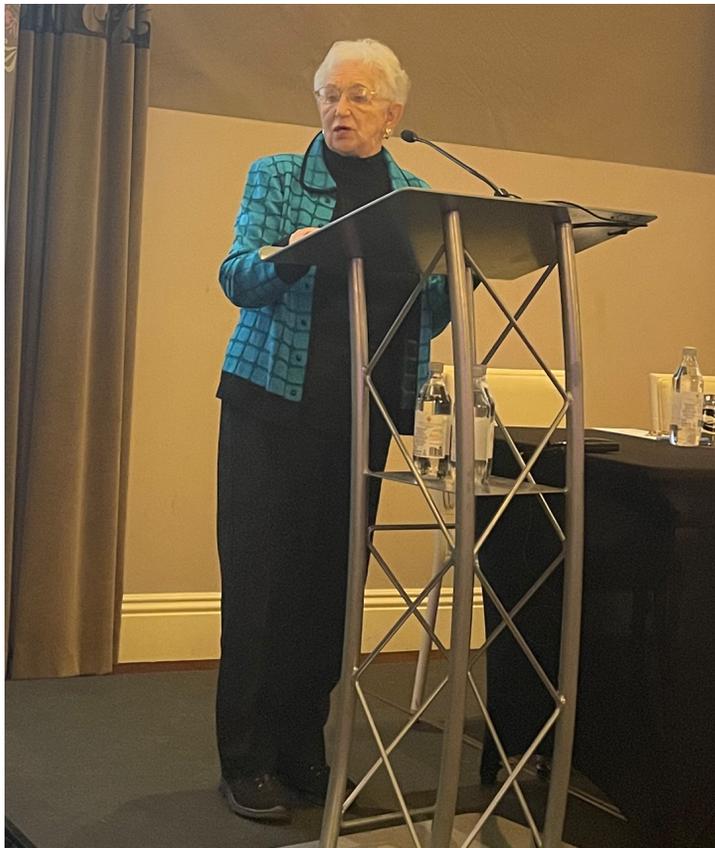
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**Annual CECU CEO Summit
hosts three distinguished
guests – Congresswoman
Virginia Foxx, Congressmen
Fred Keller and Burgess Owens**

With approximately 700 member campuses across the country, Career Education Colleges and Universities (CECU) is the national association representing private career schools, and the leading advocacy voice for the proprietary sector on Capitol Hill and with the Biden administration. Each November, CECU hosts one of the premier events in the sector, bringing together the C-Suite leaders of schools across the country for collaboration and information sharing as part of the annual CEO Summit. The 2021 event, held November 9 and 10 in Philadelphia, carried particular significance as the sector faced multiple legislative and regulatory threats from the Democratic-controlled Congress and White House.

Pennsylvania's popular former governor, Mark Schweiker, opened the two-day meeting by welcoming the more than 100 attendees and discussing the importance of career education and the political challenges facing the sector. Earlier in the day, he headlined a luncheon in support of CECU's Political Action Committee (PAC), which contributes to federal candidates who support issues and legislation of importance to CECU member schools and students.

CECU's President and CEO, Dr. Jason Altmire, provided an overview of the Summit agenda, as well as the current state of the association and political issues facing the sector. He unveiled CECU's new Annual Report, which contains information about the strong revenue and membership growth CECU has experienced over the past



year. In addition, he previewed the innovative multimedia capabilities CECU is developing, including a regular podcast, narrated newscasts, and the new magazine format for Career Education Review.

Josh Mitchell, a higher education writer for the Wall Street Journal, then spoke to attendees about his new book "The Debt Trap." Copies of the book were provided for all

**“Rarely do CEOs take time out of their schedules to recharge with professional development opportunities, but the CECU CEO Summit brings some of the brightest leaders in the sector together to work on making their organizations even better by challenging those leaders, by motivating them and most definitely inspiring them.” – Dr. Julie Basler, President of Platt College
Aurora, Colorado**

attendees, courtesy of the Duane Morris law firm, one of the sponsors of the Summit. Mitchell offered his observations about the perceptions of the proprietary sector among journalists and policymakers, engaging in candid question-and-answer dialogue with attendees.

Next came an interesting panel discussion about a topic of great importance to sector leaders – the ongoing negotiated rulemaking process at the Department of Education. Panelists representing schools joined legal experts in discussing and answering questions about the process and the regulations under consideration at the Department. Key topics such as borrower defense to repayment, gainful employment, closed school discharges, the 90/10 rule and personal liability requirements for school owners and leaders were discussed in detail.

“It is always a treat to visit with the leaders from the career education sector who are creating opportunities for students and a pipeline to high-demand occupations. These leaders are educating the future workforce of America, and we need a Congress that will support their efforts and their students.”
– Representative Virginia Foxx (R-NC)



“I enjoyed meeting with so many thought leaders from the proprietary sector. CECU is the national advocacy leader for the for-profit sector, and I look forward to continuing to work with them as Congress addresses higher education priorities.”
– Representative Fred Keller (R-PA)

At the evening reception that followed, guests were excited to meet and interact with three distinguished guests of the Summit – Congresswoman Virginia Foxx (R-NC), and Congressmen Fred Keller (R-PA) and Burgess Owens (R-UT). All three are strong supporters of the proprietary sector and have been leaders in Congress on issues important to its schools and students. The three members of Congress circulated throughout the entire reception and joined a group of school leaders for dinner.

The evening concluded with a fun rooftop reception across from Philadelphia’s historic Independence Hall. The event, sponsored by Level Agency, featured a Beatles cover



Congressmen Burgess Owens (R-UT)

band as attendees enjoyed conversation and camaraderie while listening to the many memorable hits of the Fab Four.

The following morning began with an impassioned speech by Congresswoman Foxx, who is likely to regain the gavel as chair of the House Education and Labor Committee should Republicans win back control of the House of Representatives in the 2022 midterm elections. Congressmen Keller and Owens then provided their views on the current political environment and the legislative issues the sector can expect to be debated in the remainder of the current session of Congress. It was clear from their engagement and time spent at the Summit that the sector has no greater champions in Congress than Reps. Foxx, Keller and Owens.

Next came the panel that may have generated the most buzz of the entire Summit – the discussion of the positive impact women leaders have had on the sector, and the challenges they have faced throughout their careers. Moderated by Elsevier’s Amanda Leader, the panel consisted of: Jami Frazier of Concorde Career Colleges, Mary Kelly of StrataTech Education Group, Janis Paulson of Unitek Learning, and Valerie Cimarossa of University of Advancing Technology. The group of highly accomplished



Left to right: Amanda Leader, Janis Paulson, Jami Frazier, Valerie Cimarossa, and Mary Kelly.

women leaders provided thought-provoking commentary and many candid observations.

Next, former congressman and Undersecretary of the Army, Patrick Murphy (D-PA), spoke to the audience about the importance of our nation’s veterans in the American

“The CEO Summit tends to attract the best and brightest among us for 2 days ... this year was no different.

An up to the minute reality check, straight talk, transparency, creativity and collaboration filled the air. CECU is working hard to protect our colleges and our students, we all need to work just as hard. Thank you CECU team for compiling and spreading the positive data and educating our detractors.”

– Fred Freedman, President/CEO, Pima Medical Institute

workforce. He offered sage advice about how the sector can best position itself for success in the current political

environment, as well as ways career schools can serve military veterans looking to learn new skills and transition to the civilian workforce. Murphy, who is an Emmy Award winning documentarian, also discussed conversations he

“The Summit was outstanding! The ability to network with peers and share ideas is invaluable! While the challenges ahead of us are real and significant, I feel that the leaders in attendance are ‘all-in’ and stand together.” – Jami Frazier, CEO, Concorde Career Colleges, Inc.

is having with Jason Altmire and CECU about producing films and documentaries highlighting veterans who have had positive, life-changing experiences at proprietary schools.

Following lunch, school leaders heard from representatives of Locust Street Group, a national advocacy and public relations firm working on behalf of the sector. The speakers discussed the interesting results of a national opinion survey they conducted about various issues related to proprietary higher education. In addition, the firm



conducted polling of a large group of political influencers in Washington, D.C., highlighting the opinions commonly held and the messages that can provide a more accurate view of the sector.

Another panel of sector leaders followed, discussing the important issues related to assisting student transitions following a school closure. In a conversation led by Dr. Art Keiser of Southeastern College, panelists included school CEOs Fred Freedman of Pima Medical Institute, Mitchell Fuerst of Success Education Colleges and Peter Mikhail of Mikhail Education Corporation. In a session that included significant audience interaction and Q&A, the key takeaway was a commitment to students and the priority that is placed upon assisting them in their transition.

The closing session was the popular government relations update, where CECU's excellent and engaged legislative and regulatory experts provided a comprehensive report on the current state of play in Washington. In what has become a highlight of the annual leadership event, CECU's Nicholas Kent, Steve Gonzalez and John Huston discussed the multitude of issues that are pending on Capitol Hill and at the Department. While the challenges are daunting, it is

clear from the session that CECU is well prepared and the sector is in good hands for the challenges that lie ahead.

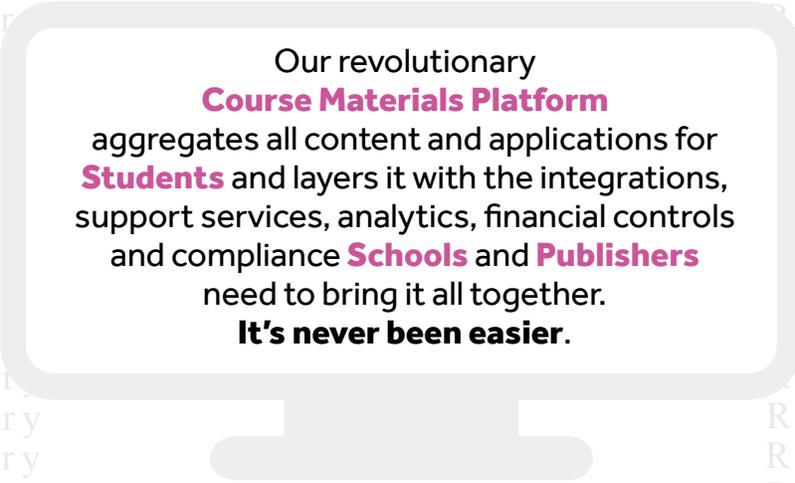
“More than one-third of Gavin’s business is in the education space, so I wanted to learn more about CECU and their role in the industry. Networking with CEOs was a perfect way for me to understand the challenges they face and how a proactive communications plan could assist them in their endeavors.” – Lisa Brusio Coster, M.A., Director, Public Relations, Gavin™

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Biden administration concludes first negotiated rulemaking – few areas of consensus

By Nicholas Kent, Senior Vice President of Policy and Regulatory Affairs and John Huston, Vice President of Legislative and Regulatory Affairs, Career Education Colleges and Universities

In September 2021, the Department of Education (Department) convened the Affordability and Student Loans negotiated rulemaking committee to examine a variety of Department regulations, including on borrower defense to repayment, closed school loan discharges, pre-dispute arbitration, income-driven repayment, and Public Service Loan Forgiveness. Unlike previous negotiations,

the Department permitted negotiators to take consensus votes on each issue area, rather than taking a consensus vote on the entire regulatory package or a group of issues. Below is a chart showing how the negotiators voted on each consensus area during its last session the week of December 6, 2021:

Affordability and Student Loans		
Committee Topics	Consensus Reached	Votes Against Consensus
Borrower defense to repayment		
Adjudication process	No	1
Post-adjudication	No	1
Recovery from institutions	No	1
Closed school discharge	No	1
Discharge for borrowers with a total and permanent disability	Yes	0
Discharge for false certification of student disability	Yes	0
Creating a new income-driven repayment plan	No	11
Eliminating interest capitalization for non-statutory capitalization events	Yes	0
Mandatory pre-dispute arbitration and prohibition of class action lawsuits	No	1
Pell Grant eligibility for prison education programs	Yes	0
Improving the Public Service Loan Forgiveness (PSLF) program		
Application process	No	4
Employer eligibility and full-time employment	No	5

Whenever consensus is reached during negotiations, the Department is required to publish proposed regulatory text that is substantially the same as what was agreed upon. For any issue area where consensus was not reached, the Department has wide latitude to write new rules.

CECU expects that the Department will publish one or more proposed rules on issues discussed during the Affordability and Student Loans negotiated rulemaking committee in May 2022 and final rules prior to November 1, 2022. If the Department is able to publish final rules by November 1, 2022, those rules would become effective no earlier than July 1, 2023.

The Department did not come to consensus on its proposed borrower defense, arbitration and class action waiver, or closed school discharges regulations.

Although the Department is not obliged to publish regulations that are similar to the proposals it published during negotiated rulemaking for these topics, CECU expects that the Department will incorporate many of the ideas into a proposed rule. The Department's most recent proposals on those topics are briefly summarized below.

Borrower Defense to Repayment

As part of the Department's most recent borrower defense regulations, it proposed the following major changes:

- Automatically discharging student loans for most borrowers that have had a pending borrower defense application open with the Department for two years.
- Splitting up the borrower defense application process and the recovery from institutions process. Splitting up these processes will likely make it easier for the Department to clear the growing backlog of borrower defense claims.
- Adding a standalone borrower defense claim that will allow borrowers that have been "aggressively recruited" to have their loans discharged. The Department's most recent proposal would allow borrowers to have their loans discharged if the institution, among other things:
 - "Take[s] advantage of a student's or prospective student's lack of knowledge about, or experience with, postsecondary institutions, postsecondary programs, or financial aid to pressure the student into enrollment or borrowing;"
 - "Fail[s] to respond to the student's or prospective student's requests for more information, including about the cost of the program and the nature of any financial aid;" or
 - "Use[s] emotional manipulation to enroll a student or prospective student."

- Establishing a group process where the Department could discharge loans for groups of commonly situated borrowers. Third-party requesters, such as legal assistance organizations, could initiate a group process, and the Secretary must consider the request to form a group.
- Allowing the Department to recover approved borrower defense claims from institutions for loans first disbursed on or after July 1, 2023. The regulations establish a statute of limitations of six years after the student last attended the institution. The Department proposes applying the new borrower defense application processing framework for any new loans pending on July 1, 2023, but seemingly would not seek to recover any of these approved claims from institutions under the new standard. The Department also proposes to add regulatory language allowing it to recover borrower defense liabilities from owners.

Pre-Dispute Arbitration Agreements and Class Action Waivers

The Department had proposed prohibiting institutions from compelling students to sign pre-dispute arbitration agreements or waive the ability to sue the institution as part of a class action lawsuit, if the allegations would provide a basis for a borrower defense claim. The Department also proposed making these changes retroactive so that arbitration and class action waiver agreements signed before the effective date of the regulation must be amended to allow such students to sue in court. The proposal would also require institutions to submit certain arbitration records and judicial records to the Department, which would be published on the Department's website.

Closed School Loan Discharges

The Department proposed to define a school's closure date as "the earlier of the date the school ceases to provide educational instruction in most programs," or when the school "ceased to provide educational instruction for most of its students." This means that borrowers attending locations that have not closed could get closed school loan discharges. The Department's proposal would provide loan discharges to all students who attended a location that "closed," except those that complete a teach-out arrangement approved by the school's accreditor and, if applicable, state authorizing agency. In effect, this would provide discharges even for students that were able to successfully transfer all of their credits to a new institution. The Department is also seeking to make these changes retroactively, although it may not pursue claims against institutions or owners retroactively.

Institutional and Programmatic Eligibility Rulemaking Committee

On Dec. 8, 2021, the Department announced that it would form a new negotiated rulemaking committee to consider changes to a variety of Department regulations

starting in January 2022, including:

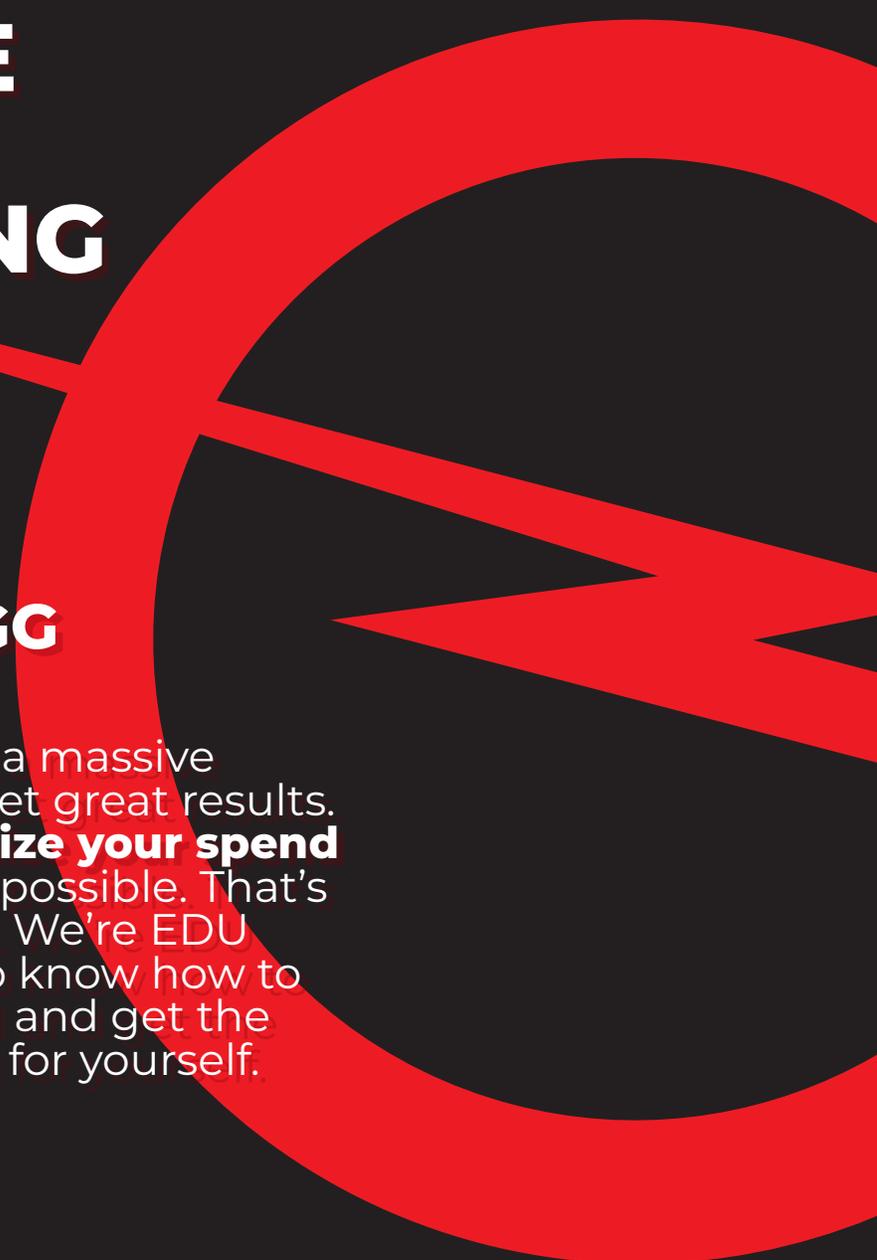
1. The 90/10 Rule under 34 C.F.R. § 668.28;
2. Gainful employment (formerly located in 34 C.F.R. part 668, subpart Q);
3. Change of ownership and change in control of institutions of higher education under 34 C.F.R. § 600.31;
4. Standards of administrative capability under 34 C.F.R. § 668.16;
5. Certification procedures for participation in Title IV, HEA programs under 34 C.F.R. § 668.13;
6. Ability to benefit under 34 C.F.R. § 668.156; and
7. Financial responsibility for participating institutions of higher education under 34 C.F.R. § 668.15 and 34 C.F.R. part 668, subpart L, such as events that indicate heightened financial risk.

The Institutional and Programmatic Eligibility Committee will meet virtually on the following dates:

- Session 1: January 18-21, 2022,
- Session 2: February 14-18, 2022, and
- Session 3: March 14-18, 2022.

CECU will be publishing extensive government relations updates on all meetings. CECU members can access these updates at <https://www.career.org/grnews>.

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EXPECTATIONS EXCEEDED

Washington News Brief

By Sharon H. Bob, Ph.D., Higher Education Specialist, Powers Pyles Sutter & Verville, PC

FSA holds annual training conference

On Nov. 30, 2021, through Dec. 2, 2021, Federal Student Aid (FSA) held its 2021 Virtual FSA Conference. There were over 19,000 participants. Chief Operating Officer (COO) Richard Cordray provided opening remarks and praised the financial aid community for the work it does to help students and their families pursue the benefits of higher education. Mr. Cordray detailed the three most pressing challenges facing FSA today: overhauling student loan servicing; implementing changes to improve the Public Service Loan Forgiveness (PSLP) program; and preparing borrowers for student loan payments to restart next year after almost a two-year hiatus.

Mr. Cordray urged the financial aid community to push their states to make FAFSA completion a high school graduation requirement in an effort to address declining FAFSA completion and college enrollment figures. There are currently seven states that require FAFSA completion as a condition for high school graduation.

During the Federal Update, Annemarie Weisman, the Deputy Assistant Secretary for Policy, Planning, and Innovation, advised the participants that verification is still required for students selected for the 2022-2023 award year despite calls to extend the current waiver to the 2022-2023 award year. Ms. Weisman also detailed how financial aid officers can use professional judgment (PJ) to help students, pointing to guidance issued on Aug. 16, 2021, encouraging the use of PJ and reminding institutions of their ability to use documentation of unemployment to reduce or adjust to zero an unemployed individual's income earned from work and adjusted gross income in the federal methodology formula.

Both Ms. Weisman and Mr. Cordray spoke about how impactful the FUTURE Act and the FAFSA Simplification Act will be in helping FSA achieve its goal of overhauling how FSA operates and administers the federal student aid programs. Ms. Weisman said the FAFSA Simplification Act will result in foundational changes to the need analysis formula, and will require a complete redesign and overhaul of FSA's systems that support the application for federal student aid and the calculation of students' eligibility for aid. FSA is in the process of making these changes with a full launch slated for the 2024-2025 award year.

David Musser, Director of Policy Innovation and Dissemination, concluded the federal update by detailing FSA's four-part plan to help borrowers resume making payments on their federal student loans next year when the payment pause ends on Jan. 31, 2022.

On Dec. 2, 2021, the last day of the FSA Conference, Under Secretary James Kvaal addressed the participants by criticizing some colleges and universities for their focus

on exclusivity and urged financial aid administrators to "change what we value in higher education" by making expanded access their top priority. "For too long, the conversation has revolved around the best-resourced colleges in the country, those that are the envy of the world over. It has created for many a race to hit metrics they think matter most, even when it means shutting the door to the very students who need higher education." Mr. Kvaal also discussed the Biden administration's commitment to helping students who attend under-resourced community colleges and universities, and expressed concern about the 700,000 fewer students who enrolled in college this year. Their absence from the classrooms and campuses "raises the specter that we could see a permanent dent on our country's educational attainment."

Recorded sessions along with the related power points are available by going to the electronic announcement found at: <https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2021-12-06/2021-virtual-federal-student-aid-training-conference-stay-engaged-demand-access>.

OIG releases report highlighting management challenges to ED

In December 2021, the Department of Education's Office of Inspector General (OIG) released a report titled, "FY 2022 Management Challenges Facing the U.S. Department of Education." For FY 2022, the OIG identified five management challenges by examining past audit, inspection, and investigative work; reviewing corrective actions that the Department did not complete; assessing ongoing audit, inspection, and investigative work to identify significant vulnerabilities; and analyzing new programs and activities that could pose significant challenges. The management challenges faced by the Department are:

- Implementing pandemic relief laws;
- Oversight and monitoring;
- Data quality and reporting;
- Making improper payments; and
- Addressing information technology security.

These five challenges were included in the FY 2021 report and while ED has made progress in addressing these challenges, the OIG continued to find vulnerabilities within each area.

Democratic Senators send letter to student loan servicers seeking their plans to transition borrowers back into repayment

On Dec. 3, 2021, Senators Elizabeth Warren (D-MA), Chris Van Hollen (D-MD), Richard Blumenthal (D-CT), and

Tina Smith (D-MN) sent a letter to Nelnet, the Oklahoma Student Loan Authority, the Missouri Higher Education Loan Authority, and EdFinancial Services requesting information on their plans to transition borrowers into repayment once the pause on federal student loan payments ends on Jan. 31, 2022. The Senators asked for updated information on how they are communicating with borrowers about the restart date, how they are ensuring that borrowers are in the right repayment plan, and how they are preparing at-risk borrowers for the resumption of payments on their student loans.

A copy of the letter is found at: <https://www.warren.senate.gov/newsroom/press-releases/warren-and-colleagues-press-federal-loan-servicers-on-plans-to-support-borrowers>.

President signs continuing resolution into law avoiding a federal government shutdown

On Dec. 3, 2021, President Biden signed into law H.R. 6119, the Further Extending Government Funding Act, a short-term Continuing Resolution (CR) that would allow the federal government to operate until Feb. 18, 2022.

On Dec. 2, 2021, House Appropriations Committee Chairwoman Rosa DeLauro (D-CT) introduced H.R. 6119, which was agreed to after several meetings between Democrats and Republicans from both the House and Senate. The Senate passed the CR by a vote of 69 to 28 after it was passed by the House by a vote of 221-212. The short-term CR language will give the House and Senate leaders additional months to negotiate a bipartisan, bicameral appropriations agreement. While it alleviates some year-end pressures for Congress, it cuts into the fiscal year, which began on Oct. 1, 2021, and shortens the timeframe for potentially long-term policy changes.

Schumer urges ED to extend payment pause beyond February

On Dec. 6, 2021, Senate Majority Leader Chuck Schumer (D-NY) urged the Department of Education to extend the payment, interest, and collections pause on federal student loans, which will end on Jan. 31, 2022. Leader Schumer said the results of a survey from the Student Debt Crisis Center and Savi state that “even among borrowers who are fully employed, 89 percent are not financially secure enough to begin making student loan payments on Feb. 1, 2022.” Further, Leader Schumer said that “with Omicron spreading, the uncertainty with what happens next demands at least one more extension of the student loan payment pause.” He indicated that he is pushing for another extension of the repayment relief for those who currently have federally-held student loans. Senator Schumer said the Department should also take into account the impact that reinstating these payments will have on borrowers who were in default before the pause on payments began. He said that those borrowers can potentially have their wages garnished and tax refunds withheld if payments now resume. Leader Schumer concluded that “we need to keep the pause in place because the pandemic isn’t over and the

relief is a godsend, so that is what I am fighting for.”

A copy of the press release is found at: https://www.schumer.senate.gov/newsroom/press-releases/schumer-student-loan-payment-pause-expires-in-just-57-days-but-citing-pandemic-and-new-data-on-borrowers-senator-pushes-biden-admin-to-extend-the-pause-now-is-not-the-time-for-feds-to-restart-interest_payments.

Democratic Senators send a letter to President on extending interest waiver through the end of the pandemic

On Dec. 6, 2021, Senator Raphael Warnock (D-GA) and 13 other Senate Democrats sent a letter to President Joe Biden urging him to waive the interest on federal student loans for the duration of the COVID-19 national emergency. The letter highlights how current and former students are still financially recovering from the pandemic, as well as information from the U.S. Department of Education indicating that student and parent borrowers have saved \$5 billion each month since they stopped accruing interest on their federal loans due to the pause instituted on March 13, 2020.

A copy of the press release, which includes the text of the letter, is found at: <https://www.warnock.senate.gov/newsroom/press-releases/sen-warnock-colleagues-urge-biden-administration-to-extend-waiver-on-student-loan-interest-for-duration-of-covid-national-emergency/>.

Schumer, Warren, and Pressley send a letter to President urging him to extend federal student loan payment pause

On Dec. 8, 2021, Senate Majority Leader Chuck Schumer (D-NY), Senator Elizabeth Warren (D-MA), and representative Ayanna Pressley (D-MA) recently wrote to President Joe Biden urging him to extend the payment pause, interest, and collections on federally-held student loans, which expires Jan. 31, 2022. The letter addressed a recent analysis performed by the Roosevelt Institute that found that student loan payments will cost nearly 1.8 million borrowers more than \$85 billion next year. The letter said that the White House should continue the freeze on student loans “until the economy reaches pre-pandemic employment levels.”

A copy of the press release along with the text of the letter is found at: <https://www.warren.senate.gov/newsroom/press-releases/warren-schumer-pressley-release-new-analysis-showing-that-resuming-student-loan-payments-will-strip-85-billion-from-the-economy-in-2022>.

FSA releases toolkit to prepare borrowers for student loan restart

The Department of Education recently released a new toolkit, “Resources to Prepare for Student Loan Payments to Restart,” with the objective of preparing students, borrowers, and families for the resumption of federal student loan repayments beginning Feb. 1, 2022. The toolkit provides students, borrowers, and their families with key information about what they need to know, sample social media posts, and a short video that encourages borrowers

to prepare for student loan payments to begin again.

Resources to prepare for “Student Loan Payments to Restart” is found at: <https://financialaidtoolkit.ed.gov/tk/announcement-detail.jsp?id=return-to-repayment>.

Department publishes Notice of Intention to establish neg reg 90/10

On Dec. 8, 2021, the Department of Education published a Notice in the Federal Register announcing its intent to establish a negotiated rulemaking committee to develop proposed regulations related to 90/10. Other topics that will be explored include the following: ability to benefit, certification procedures for participation in Title IV programs, change of ownership and change in control of institutions, financial responsibility for participating institutions, gainful employment, and standards of administrative capability.

The Notice also stated that the Department will accept nominations for negotiators representing a variety of constituencies, such as students and student loan borrowers, until seven days from the date of publication or Dec. 15, 2021. The Notice also stated that the Department is encouraging nominations from organizations that represent historically underserved and low-income communities.

Negotiations will take place January 18-21, 2022, February 14-18, 2022, and March 14-18, 2022.

A copy of the Notice is found at: <https://www.govinfo.gov/content/pkg/FR-2021-12-08/html/2021-26571.htm>.

FSA concludes negotiated rulemaking sessions on Affordability and Student Loans

On Dec. 10, 2021, the Department of Education concluded its negotiated rulemaking sessions on Affordability and Student Loans. Consensus was reached on four topics: total and permanent disability discharge; eliminating interest capitalization for non-statutory capitalization events; false certification discharge, and Pell Grant eligibility for prison education programs. The Department is expected to use the language agreed to for its regulatory text in a Notice of Proposed Rulemaking (NPRM) for those topics where consensus was achieved. For the eight topics where consensus was not achieved, the Department is not bound to the text of the currently published papers. The topics that did not reach consensus include:

- Closed school discharge
- Improving the PSLF application process
- PSLF employer eligibility and full-time employment
- Borrower defense to repayment – adjudication process
- Borrower defense to repayment – post-adjudication
- Borrower defense to repayment – recovery from institutions
- Pre-dispute arbitration
- Creating a new income-driven repayment plan

Whenever the NPRM is published, the public will have the opportunity to comment. The comment period is generally a period of 30-60 days. After considering the

public comments, the Department will publish the final regulations in the Federal Register. If the final regulations are published by Nov. 1, 2022, the regulations will go into effect on July 1, 2023.

Materials on the topics considered during negotiated rulemaking are found at: <https://www2.ed.gov/policy/highered/reg/hearulemaking/2021/index.html>.

President Biden issues Executive Order on improving customer service and government services

On Dec. 13, 2021, President Biden signed an Executive Order titled, “Transforming Federal Customer Experience and Service Delivery to Rebuild Trust in Government.” The Executive Order directs Federal agencies to consider the experiences of the American people when assessing the performance of government services. The Executive Order includes 36 customer experience improvement commitments across 17 federal agencies, all of which aim to improve people’s lives and the delivery of government services. Under financing of postsecondary education, the following provisions were included:

- Direct Loan borrowers will need to navigate only a single repayment portal on StudentAid.gov, so they can apply for, manage, and repay their loans without having to visit multiple websites and manage multiple credentials.
- Public Service Loan Forgiveness candidates will be able to apply for the program with less paperwork than currently required and without having to fill out forms with information they have already provided to the federal government previously.
- Students and borrowers can receive relevant recommendations for other benefits and services they may qualify for, like health care subsidies, broadband support, and food assistance, in order to help them reduce other economic barriers to postsecondary education completion.

Secretary of Education Miguel Cardona issued a statement: “The President’s Executive Order reinforces and advances one of our core, founding principles as a nation, that we have a government of the people, by the people, and for the people. This is an American ideal that resonates at the U.S. Department of Education, which I believe, is a service agency.”

A copy of the Executive Order is found at: <https://www.whitehouse.gov/briefing-room/statements-releases/2021/12/13/fact-sheet-putting-the-public-first-improving-customer-experience-and-service-delivery-for-the-american-people/>.

A copy of the Secretary’s statement is found at: <https://www.ed.gov/news/press-releases/statement-secretary-cardona-president-bidens-executive-order-improving-customer-experience-and-government-services-american-people>.

ED publishes Notice seeking third-party comments on accrediting agencies undergoing review for recognition

purposes

On Dec. 15, 2021, the Department of Education published a Notice in the Federal Register seeking written comments for accrediting agencies currently undergoing review for the purposes of recognition by the Department of Education. The accrediting agencies will be reviewed at the winter 2023 National Advisory Committee on Institutional Quality and Integrity (NACIQI). Comments must be received by Jan. 20, 2022.

A copy of the Notice is found at: <https://www.govinfo.gov/content/pkg/FR-2021-12-15/html/2021-27095.htm>.

ED provides guidance about the use of protected brands and the use of U.S. government agencies' names

On Dec. 15, 2021, the Department of Education issued an electronic announcement about the use of protected brands and official government names, logos, or insignia. The General Guidance states: "The name, logo, or insignia, of a U.S. government agency cannot be used in a manner that suggests association with or endorsement by the agency or implies endorsement by a government agency, official, or employee." The General Guidance goes on to say that while most U.S. government creative works are copyright free, not all government works can be used without permission. Institutions of higher education should refer to the agency or program that manages the source of the works to seek permission if needed.

A copy of the electronic announcement is found at: <https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2021-12-15/guidance-about-use-protected-brands-and-official-government-names-logos-or-insignia>.

House Education and Labor Committee Republicans ask IG to investigate ED's cancellation of PCA contracts

On Dec. 16, 2021, House Education and Labor Ranking Member Virginia Foxx (R-NC) and Representative Julia Letlow (R-LA) sent a letter to the Department of Education's Inspector General (IG) Sandra Bruce asking her to investigate Federal Student Aid's (FSA) decision to terminate its contracts with all private collection agencies (PCAs). The letter points out that the action could have significant consequences for about 7 million defaulted borrowers that rely on PCAs to bring them into good standing, and questions whether FSA will have the necessary expertise, security clearances, and licensing required to complete collections work as it oversees returning over 40 million federal student loan borrowers back into repayment on Feb. 1, 2022. The letter said: "it is particularly troubling that the Department has taken this extraordinary action without providing the necessary information and assurance that it is prepared to address the array of unintended consequences resulting from the contract termination."

A copy of the press release including the text of the letter is found at: <https://republicans-edlabor.house.gov/news/documentsingle.aspx?DocumentID=407976>.

President Biden signs into law the REMOTE Act to

protect education benefits for military-connected students

On Dec. 21, 2021, President Biden signed into law the Responsible Education Mitigating Options and Technical Extensions Act (REMOTE Act) (H.R. 5545). Previously, the U.S. Senate passed the bill on Dec. 15, 2021. On Dec. 8, 2021, the U.S. House of Representatives passed the REMOTE Act to protect education benefits for military-connected students. The bill passed by voice vote in both the House and Senate. The bill would extend COVID-19 remote learning waivers for military-connected students through June 1, 2022. The bill would amend current law to:

- Allow students enrolled in certain online and hybrid education programs to receive full housing benefits;
- Enable students to use Post-9/11 GI Bill benefits to enroll in an extra course during their final academic term; and
- Extend benefits for individuals participating in apprenticeships or on-the-job training while unemployed or underemployed.

In March 2020, Congress passed legislation that provided temporary relief to military-connected students and institutions because of COVID-19. These benefits were extended several times, but were expected to expire on Dec. 21, 2021.

Biden Administration announces another extension of the federal student loan repayment pause

On Dec. 22, 2021, President Joe Biden issued a statement extending the pause on student loan repayments for an additional 90 days, through May 1, 2022. "When I came into office, we were facing a number of unprecedented crises. Our economy was creating only 50,000 new jobs per month, less than 1 percent of Americans were fully vaccinated, many schools were closed, and Americans across the country were struggling to pay their bills and stay afloat. That is why, on my very first day as President, I directed the Department of Education to pause federal student loan repayments through September. In August, my Administration once again extended the pause, though January 31, 2022." President Biden went on to say that "we know that millions of student loan borrowers are still coping with the impacts of the pandemic and need some more time before resuming payments." The White House said that the Department of Education will continue to work with borrowers to transition smoothly back into repayment and urged borrowers to prepare for payments to resume, including looking at options to lower their monthly payments through income-based repayment plans.

In a press release, Secretary of Education Miguel Cardona said that borrowers should use the additional time to ensure their contact information is up to date and to consider enrolling in electronic debit and income-driven repayment plans.

After the announcement, House Education and Labor Committee Chairman Bobby Scott (D-VA) released a statement commending the administration for its decision

to extend student loan relief. He said “[t]his is the right thing to do for student loan borrowers and families across the country.” However, Ranking Member Virginia Foxx (R-NC) issued a statement criticizing the action and said that the President was continuing to use the pandemic to push his policies. “Rather than adequately preparing and working with stakeholders to ensure a smooth transition into repayment, the Department has delayed information to borrowers, failed to communicate with servicers, and stonewalled Congress in order to provide back door loan forgiveness through administrative fiat.”

A copy of the White House announcement is found at: <https://www.whitehouse.gov/briefing-room/statements-releases/2021/12/22/statement-by-president-joe-biden-extending-the-pause-on-student-loan-repayment-an-additional-90-days/>.

A copy of the Secretary’s announcement is found at: <https://www.ed.gov/news/press-releases/biden-harris-administration-extends-student-loan-pause-through-may-1-2022>.

A copy of Chairman Scott’s statement is found at: <https://bobbyscott.house.gov/media-center/press-releases/scott-statement-on-extension-of-student-loan-pause>.

A copy of Ranking Member Foxx’s statement is found at: <https://mailchi.mp/c4d975f93de9/foxx-democrats-are-up-to-their-radical-student-loan-forgiveness-schemes-again?e=1f5f7d0ec8>.

FSA releases quarterly reports on its FSA Data Center

On Dec. 22, 2021, Federal Student Aid (FSA) released new quarterly portfolio reports on its FSA Data Center. These reports reflect the novel flexibilities applied to borrower accounts under the CARES Act and extended by executive actions through May 1, 2022. As a result, payments are paused, collections are stopped, and interest is waived on all Department of Education-held student loans. In addition to the quarterly application, disbursement, portfolio, and forgiveness reports, FSA is releasing the end of year Federal Pell Grant and Campus-Based Program Books for award years 2018-2019 and 2019-2020. Some of the findings are:

- As of Sept. 30, 2021, the outstanding federal student loan portfolio is \$1.61 trillion, representing 43.4 million unduplicated student aid recipients.
- Because of the pandemic, the number of recipients in repayment has fallen over the last 18 months to less than 500,000 Direct Loan recipients who were in repayment as of Sept. 30, 2021, compared to 18.1 million in March 2020.
- FAFSAs filed for the 2021-2022 award year so far are down about 2 percent from this time last year.
- As of Sept. 2021, about 116,000 applications had received an approval for borrower defense claims, up from about 95,000 applications in June 2021. Discharge amounts are now more than \$1.2 billion.

A copy of the announcement is found at: <https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2021-12-22/federal-student-aid-posts->

[quarterly-portfolio-reports-fsa-data-center](#).

IRS releases Notice directing lenders and servicers to not file information returns or provide payee statements for student loan discharges which are excluded from gross income

The Internal Revenue Service (IRS) issued an IRS Notice, which directs lenders and servicers of student loans that they should not file information returns or furnish payee statements to report the discharge of student loans when the discharge is excluded from gross income under the new provisions of the American Rescue Plan Act. In March 2021, Congress enacted the American Rescue Plan Act, which amended the Internal Revenue Code’s requirements for tax treatment of student loan forgiveness. Though such discharges are ordinarily included in gross income for tax purposes, under the new law, any amount which would otherwise be includible in income by reason of the discharge of certain loans is excluded from gross income for the 2021-2025 tax years. Student loans covered by this provision include:

- Any loan provided exclusively for postsecondary educational expenses that was made, insured, or guaranteed by the United States, a state, or an educational institution;
- A private educational loan; and
- Certain loans made by educational organizations.

Guidance was required to be issued by IRS. Despite the statutory change, Form 1099-C was not updated, and IRS guidance generally requires the issuance of 1099-C statements covering the amount of the discharge.

A copy of the Notice is found at: <https://www.irs.gov/pub/irs-drop/n-22-01.pdf>.



Sharon H. Bob, Ph.D., Higher Education Specialist on Policy and Regulation, is a member of the Education Group at the Washington, DC law firm of Powers Pyles Sutter & Verville, PC. Dr. Bob advises all sectors of higher education regarding strategic issues pertaining to their participation in the federal student financial assistance programs, accreditation, licensure, education tax benefits, and related regulatory matters.

Contact Information:

Email: Sharon.Bob@PowersLaw.com

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GRAGG ADVERTISING is a full service, integrated marketing EDU agency with expertise in all media channels and how each media channel works with others to give you the greatest results. We have expertise in creative and brand development, traditional media, PPI, PPC, Social, SEO, Web development, referral strategies, admissions training and a host of proprietary products and services. All in-house. No outsourcing.

MaxKnowledge, Inc.

Phone: 888-626-2407

Contact: Tarlon Moghadam, Chief Learning Officer

Email: info@maxknowledge.com

Website: www.maxknowledge.com

Categories: *Admissions Training, Faculty Training, Student Retention, Training Providers Personnel*

Employee Training and Certification For Career Education Institutions – MaxKnowledge is the leading provider of online employee training solutions for career-oriented, higher education institutions. Over 2,000 institutions use MaxKnowledge to meet the professional development needs and continuing education requirements of their faculty and staff. Completion of MaxKnowledge certified courses provides credit toward the Certified Higher Education Professional (CHEP) certification.

McClintock & Associates, P.C.

Contact: Dave McClintock, Managing Director

Phone: 412-257-5980

Email: dmcclintock@mcclintockcpa.com

Website: www.mcclintockcpa.com

Categories: *Accountants, Acquisitions/Mergers & Financing, Compliance*

McClintock & Associates is the thought leader providing compliance and consulting services to help postsecondary institutions remain compliant with Title IV regulations so schools can focus on changing students' lives. We value long-term, personal connections with our clients to provide the solutions they need.

MDT Marketing

Contact: Alex Guerino, VP Marketing Strategies

Email: alex@mdtmarketing.com

Website: <https://mdtmarketing.com/>

Category: *Advertising & Marketing Services*

MDT Marketing is an advertising agency that specializes in student nurturing programs, digital advertising, marketing technology, and digital printing exclusively for higher education. For the past 25 years, MDT's seasoned team has been entrusted by educational institution leaders to answer their marketing challenges.

Powers Pyles Sutter & Verville, PC

Contact: Thomas Hylden

Phone: 202-466-6550

Website: www.powerslaw.com

Category: *Legal Service*

As a higher education law firm, Powers employs a practical, creative and collaborative approach to helping colleges and universities, vocational schools, investment firms, lenders, servicers, and others active in postsecondary education design and implement strategies to achieve their educational and operational goals in a compliant manner within a highly complex regulatory framework.

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2022 LEADERSHIP INSTITUTE

SCHEDULE

Orientation*
February 17 | 2:00 - 4:00pm ET

Admissions & Marketing
February 24 | 1:00 - 5:00pm ET

Government Relations
April 21 | 1:00 - 5:00pm ET

Community Development & Public
Relations
June 23 | 1:00 - 5:00pm ET

Campus Finances & Financial Aid
July 14 | 2:00 - 4:00pm ET

Campus Development &
Management
August 11 | 1:00 - 5:00pm ET

Institutional Data
September 15 | 2:00 - 4:00pm ET

Campus Leadership
October 20 | 1:00 - 5:00pm ET

For more information and registration, visit www.career.org/leadership-institute

**The Orientation session is part of the Full Program attendance.*

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