

The



# Quarterly

A newsletter from the Wisconsin Educational Approval Board

Issue 51, Fall 2010



*From the  
Executive Secretary*

On Thursday, November 18, 2010, the Educational Approval Board (EAB) will hold its 12<sup>th</sup> Annual Approved Schools Conference at the Sheraton Madison Hotel. “Quality Schools = Student Success” is the theme of this year’s conference and will examine the important relationship between quality-focused schools and positive student outcomes.

The conference will include morning presentations from Anthony Bieda, Director of External Affairs for the Accrediting Council for Independent Colleges and Schools; and Robert Pavlik, Assistant Director of the Institute for the Transformation of Learning located at Marquette University.

The afternoon will consist of a series of operationally-targeted workshops led by school officials focused on the topics of admissions (specifically compliance and best practices); teaching and learning; student academic progress and retention; and externships and employment.

The EAB invites school administrators and other interested persons to attend this

important event. Details pertaining to the conference, including a complete agenda and registration materials can be found on the EAB’s website.

In considering this year’s theme, the EAB sought to build upon and continue the focus on “Institutional Effectiveness” of previous conferences while acknowledging the growing concerns about for-profit sector schools.

As mentioned in the last newsletter, a complex set of federal “Program Integrity” rules will go into effect the middle of next year; a series of Congressional hearings are being held because of concerns about the sector’s growth and quality of programs; and the Government Accountability Office has found questionable and fraudulent practices by a number of for-profit institutions.

While these concerns are by and large targeted at the corporate, degree-granting institutions that participate in the federal financial aid programs, the hostile climate affects all for-profit institutions, including the 100+ EAB-approved schools offering programs that do not

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## School News . . .

# GlobeUniversity- Madison East Students Support local Food Pantries, Learn about Food Issues through Service-Learning Project

**Madison, WI --** Students at Globe University's Madison East campus have been actively contributing to an "eat local, give local" effort in the Madison area. Working with several other volunteers and the Community Action Coalition, a nonprofit agency that supplies food pantries and administers community gardens in Dane County as part of its anti-poverty programs, Globe University students have helped grow and donate 46 tons of fresh produce to local food pantries this growing season.

Madison's Capital Times newspaper ran a front-page article about food pantry gardens and highlighted Globe University students' involvement in providing pantries with fresh, locally grown produce. As a service-learning project, students are using critical thinking skills to cultivate a 40-foot-by-40-foot garden plot in Reindahl Park, near the campus.

The project and overall community effort stem from booming interest and support for "eat local" initiatives. As Chris Brockel, Food and Gardens Division manager for Community Action Coalition, notes in the article, "in [the Madison] area, people also understand the value of a local, sustainable food system and how people coming together for that can make a real difference."

Gabriel Neely, service-learning coordinator at the Globe University–Madison East campus explained, "We want students to understand food issues while they help people in Madison get quality, nutritious food options."

Globe University defines service-learning as "learning by doing through an act of giving." Students work with various community partners on projects related to course topics throughout their education to hone their critical thinking skills and learn the value of community engagement. Community partners benefit by having access to energetic individuals with sharp minds and volumes of great ideas. Globe University campuses average 45 service-learning projects per quarter.

*For more information contact Globe University-Madison at (608) 216-9400 or visit their website [www.globeuniversity.edu](http://www.globeuniversity.edu)*

# The Art Institute of Wisconsin Announces Partnership with Lela Boutique

**Milwaukee, WI --** The Art Institute of Wisconsin announced its sponsoring partnership with Milwaukee's Lela Boutique for Lela's 7th Anniversary Fashion Show, which was held September 25, 2010, along Commission Row in Milwaukee's Historic Third Ward.

The fashion show brought together 500 of the city's fashion elite closely involved in Milwaukee's arts and fashion scene.

The Art Institute of Wisconsin looks forward to partnering with groups like Lela and others in the community "to channel the area's creative energy," said Bill Johnson, president of AIW.

*For more information about the Art Institute of Wisconsin, call (877) 285-4234 or visit their website [www.artinstitutes.edu/milwaukee](http://www.artinstitutes.edu/milwaukee)*



## In the Spotlight New Schools

### Bridge Street Dental Assisting School, Wausau WI

The school was approved by the EAB on June 17, 2010, to meet the demand for well-trained and educated dental assistants in the Marathon County area.

Dr. Timothy Quirt, DDS of Quirt Family Dentistry, compiled a curriculum that will educate and train aspiring dental assistants in technical abilities balanced with excellent patient care. The school will serve students of all ages and backgrounds.

*For more information about Bridge Street Dental Assisting School call (715) 843-9800 or visit their website, [www.QuirtFamilyDentistry.com](http://www.QuirtFamilyDentistry.com)*

### Western International University, Phoenix, AZ

Founded in 1978 as a non-profit, Western International University (WIU) was accredited by the Higher Learning Commission in 1984. In 1995, WIU became part of the Apollo Group, Inc.

Approved by the EAB on June 30, 2010, WIU is now a for-profit corporation, serving working adults through its unique WIU Interactive Online program. WIU's two-month course format, held throughout the year, permits working adults to design their programs to support their personal, family and business needs.

Global and technology issues are key themes throughout the WIU curriculum. Many faculty have international business experience. The international flavor of the WIU student body

provides ample opportunity to identify with and observe many cultures. More than 40 countries are represented in WIU's student body giving WIU a distinctive international business focus.

*To find out more about Western International University call (602) 429-1173 or visit their website at [www.west.edu](http://www.west.edu).*

### Yoga Gyan Jyoti Center for Yoga and Ayurveda LLC, Aurora, IL

The Yoga Gyan Jyoti (YGJ), Center for yoga and Ayurveda was approved by the EAB on July 12, 2010. YGJ provides the tools of yoga and Ayurveda so people can discover their rich and healthy self and become happy, healthy and helpful members of the community.

YGJ uses Hatha yoga practice to help people connect to their body, breath, and mind at a deeper level; the ancient wisdom and knowledge of Ayurveda; and the Sanskrit language and chants.

Approved by the Yoga Alliance, YGJ offers a 200 level yoga teacher training program at Your Yoga Lifestyle in Racine, WI and a 500 level training program at Kanyakumari in Glendale, WI.

*For information about Yoga Gyan Jyoti Center for Yoga and Ayurveda LLC call (630) 885-6068 or visit their website [www.yogajyoti.net](http://www.yogajyoti.net).*



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lead to a degree, such as heavy equipment operation, veterinary assisting, electronics, dental hygiene and truck driving.

It is clear the political and regulatory environment is rapidly changing and is having a profound impact on institutions, as well as state governing agencies, accreditors and the federal government.

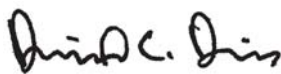
At its meeting in September, the EAB board discussed how to best respond to the recent concerns about for-profit institutions. The board directed the Executive Committee to further consider the matter, which it did at an October meeting.

Because the EAB views its regulatory responsibility as more than just compliance, it also focuses on institutional effectiveness. This focus on effectiveness has led the EAB to design its policies and procedures around student outcomes.

Recognizing the EAB's expanded regulatory perspective and focus on student outcomes, the executive committee decided that as part of the December board meeting, it would discuss student outcomes data for the 2009-10 reporting year; invite approved schools to comment on their respective data; and give interested parties an opportunity to comment on the performance of EAB-approved schools.

I encourage schools and other interested persons to consider attending the December board meeting. Additional information and materials will be available from the EAB's website a few days prior to the meeting.

Best regards,



David C. Dies  
Executive Secretary



*The State Line . . .*

## **The EAB's Executive Committee Calls Special Meeting**

**Madison, WI—October 15, 2010.** The Educational Approval Board's Executive Committee called a special meeting to discuss and address for-profit sector concerns and to determine the EAB's response strategy to these concerns. There was a roomful of individuals representing the schools and corporate offices and other interested parties.

*An audio of the meeting can be accessed by visiting the following link:*  
<http://eab.state.wi.us/board/board.asp>.

## **State Revokes Approval for John Robert Powers**

**Madison, WI—** The Educational Approval Board (EAB) has revoked the approval of John Robert Powers effective immediately. The for-profit school, located at 211 S. 2<sup>nd</sup> St. in Milwaukee, had operated under its current ownership since April 2009, providing modeling training to youth and adults.

The EAB took action revoking the school's approval because it was unable to maintain a sufficient private school bond, and failed to submit proper annual renewal materials required for approval. The school was notified that it must immediately stop enrolling new students.

Under state law, the school is required to complete training programs for students who are currently enrolled in the school. Students who have questions about the school may contact Linda Heidtman at the EAB at (608) 266-3705.



*On the National Front*

## **New Brochure Available from Council for Higher Education Accreditation(CHEA)**

CHEA, in cooperation with national and programmatic accrediting organizations, has developed a new, consumer-friendly brochure to help students, prospective students, parents and the public to understand the value of accreditation and the importance of knowing accredited status before making any decisions on whether to attend a degree-granting institution or program. The brochure is available at:

[http://www.chea.org/pdf/  
accreditation\\_matters\\_trifold\\_4\\_straight.pdf](http://www.chea.org/pdf/accreditation_matters_trifold_4_straight.pdf)

*Ask Before You Decide: Accreditation Matters* answers important questions including: What is accreditation? How does accreditation help me to make informed decisions? What questions do accreditors think I need to ask to make smart choices?

This brochure was developed by CHEA and accrediting organizations including:

- The Association to Advance Collegiate Schools of Business.
- The American Physical Therapy Association.
- The American Psychological Association.
- The Distance Education and Training Council.
- The Teacher Education Accreditation Council.

We urge you to share this brochure or the link to the brochure on CHEA's Website with anyone who needs to know more about accreditation or with organizations that receive

consumer inquiries about accreditation and its value.

*A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations. For more information, visit CHEA's Website at [www.chea.org](http://www.chea.org).*

## **Summary of New Final Regulations on Program Integrity**

The U.S. Department of Education recently released a broad set of rules to strengthen federal student aid programs at for-profit, nonprofit and public institutions by protecting students from aggressive or misleading recruiting practices, providing consumers with better information about the effectiveness of career college and training programs, and ensuring that only eligible students or programs receive aid. The following is a summary of the new provisions that will affect those EAB-approved institutions participating in the federal Title IV financial aid program.

### **Holding Programs Accountable for Preparing Students for Gainful Employment**

#### **Graduation Rate and Job Placement**

**Disclosures:** This rule would require proprietary institutions of higher education and postsecondary vocational institutions to provide prospective students with each eligible program's graduation and job placement rates, and that colleges provide the Department with information that will allow determination of student debt levels and incomes after program completion.

*Program Integrity continued on page 6*

*Program Integrity continued from page 5*

**Approval of Additional Programs:** The Department’s proposed regulations on gainful employment would create a two-part measurement to determine a program’s ability to participate in federal student aid programs. The proposed measurement is based on loan repayment rates and debt to income ratios and requires at a least 4 years of repayment history, and 3 years of employment history to properly calculate the data.

If institutions that have a poor track record in preparing students for gainful employment create a large number of new programs, or restructure existing programs, this could allow them to game the system and circumvent the proposed regulations in advance of their publication because the Department would lack sufficient data to measure their effectiveness for several years. To prevent abuse, the Department is proposing that institutions give notice when introducing a new program. If the Department has concerns, institutions will be asked to formally apply for new program approval based on several factors including whether the number of additional educational programs being added is inconsistent with the institution’s historic program offerings, growth, and operations. We expect that very few new programs will be subject to this type of approval.

**Protecting consumers from misleading or overly aggressive recruiting practices, and clarifying State oversight responsibilities. The regulation strengthens three current requirements that are designed to protect students and taxpayers:**

**Misrepresentation:** During public hearings and negotiated rulemaking sessions, the Department heard numerous complaints from students enrolled in programs in which they felt misled on what was and was not being offered, the way programs could be paid for, and their job prospects upon completion. To protect consumers, the regulations strengthen the

Department’s authority to take action against institutions engaging in deceptive advertising, marketing, and sales practices.

**Incentive Compensation:** The Department heard reports of aggressive recruiting practices resulting in students being encouraged to take out loans they could not afford, or enroll in programs where they were either unqualified or could not succeed. Though current laws prohibit schools from compensating admissions recruiters based solely on success in securing student enrollment, provisions known as “safe harbors” allowed this questionable practice. The regulations remove all the “safe harbor” provisions.

**State Authorization:** State authorization is required by the Higher Education Act for a postsecondary institution to participate in federal student aid, and other federal funding programs. Some states have failed to establish how they approve and monitor postsecondary programs. The regulations clarify, for Federal program purposes, the minimum a state must do to meet this important responsibility to protect students, including for schools that offer distance or correspondence education. Recruiters based solely on success in securing student enrollment, provisions known as “safe harbors” allowed this questionable practice. The regulations remove all the “safe harbor” provisions.

**State Authorization:** State authorization is required by the Higher Education Act for a postsecondary institution to participate in federal student aid, and other federal funding programs. Some states have failed to establish how they approve and monitor postsecondary programs. The regulations clarify, for Federal program purposes, the minimum a state must do to meet this important responsibility to protect students, including for schools that offer distance or correspondence education.

**Ensuring that only eligible students receive federal funds. Generally students are eligible for aid only if they have a high**

*Program Integrity continued on page 7*

*Program Integrity continued from page 6*

**school diploma or pass an “ability to benefit” test, and only if their academic standing is satisfactory. Today’s final rule will help more qualified students receive aid while strengthening protections against fraud:**

**High School Diploma:** The proliferation of high school diploma mills has called the validity of some secondary school credentials into question. The regulation requires institutions to develop and follow procedures to evaluate the validity of a student’s high school diploma if the institution or the Secretary has reason to believe that the diploma is not valid or was not obtained from an entity that provides secondary school education.

**College Credits:** The regulations extend eligibility for federal student aid to students without high school diplomas after they successfully complete six credits of college work, or the equivalent amount of coursework. This implements a provision that was included in the Higher Education Opportunity Act of 2008.

**Ability To Benefit (ATB):** The Department is responsible for approving ATB test materials developed by testing companies. To improve its oversight of how ATB tests are administered, the regulation revises test approval procedures and criteria, including those related to tests for speakers of other languages and persons with disabilities.

**Satisfactory Academic Progress:** Every institution is required to have a policy to ensure that all of its students are achieving satisfactory academic progress. Audits and institutional program reviews have uncovered policies that provide federal financial aid to students who do not meeting institution’s academic standards. The regulations require a structured and consistent approach to evaluating a student’s academic work, while continuing to provide flexibility to institutions in establishing their policies.

**Verification:** Each year, millions of students are required to confirm the information on their Free Application for Federal Student Aid (FAFSA). The regulation reforms this process to reduce burdens on students and colleges, better identify fraud, and take advantage of the increased use of the FAFSA simplification efforts that have increased the use of Internal Revenue Service data. To allow more time for institutions to prepare, the effective date of this provision will be delayed to July 1, 2012.

**Clarifying the courses that are eligible for federal aid, and the amount of aid that is appropriate.**

**Credit Hour:** Credit hours are the metric used by the Department to measure eligibility for federal funding. Currently there is no standard definition for a credit hour, which has led to reports of institutions awarding more credits — and awarding students more college aid — than are deserved. To address this issue, the regulations define a credit hour and establish procedures for accrediting agencies to determine whether an institution’s assignment of a credit hour is acceptable. Recognizing that “seat time” is not the goal, the final rule allows for equivalent measurement of learning outcomes. It also clarifies that a credit hour is defined solely for Federal program purposes, allowing institutions to set their own standards for academic purposes.

**Written Arrangement:** A postsecondary institution is allowed to deliver a portion of another institution’s educational program through a written arrangement. Problems have surfaced when the two institutions are controlled by the same entity or do not meet certain participation requirements. The regulation limits the amount of a program that can be provided by a school in an arrangement, prohibits arrangements with ineligible institutions that have had their Federal student aid participation revoked, and expands information

*Program Integrity continued on page 8*

## *Program Integrity continued from page 7*

that an institution must disclose to a student enrolled in a program affected by the arrangement.

**Retaking Coursework:** Currently students who repeat coursework generally cannot have the course they repeat count towards the calculation of a full-time course load in a term-based program if previously passed. The regulations expand the definition of full-time student by allowing such courses to count in most cases for one repetition without regard to whether the student previously passed it.

**Determining When a Student Has Withdrawn:** Currently, loopholes complicate the measure of how much federal funding must be paid back if a student drops out of a program measured in credit hours. The regulations eliminate loopholes and clarify the calculation of returning federal funds to the Department by defining when a student is considered to have withdrawn from a program. It also clarifies the circumstances under which an institution is required to take attendance for the purpose of calculating a return of federal funds.

**Disbursing Federal Student Aid Funds:** As it stands now, many students are not receiving their Federal student aid funds in enough time to obtain their books and before the start of school. The regulations ensure that the neediest students — Pell grant recipients — can acquire books and supplies by the seventh day of their payment period.

**Gainful Employment:** In order to provide students and families with better information about the value of programs subject to the requirement they lead to gainful employment in recognized occupations, institutions are required to report information about students who start and complete a program. This information includes costs, debt levels, graduation rates, and placement rates.

## *Administrative Actions...*

*By Staff during the 3rd quarter of 2010 and approved by the board at its September 15th meeting:*

### **SCHOOL ACTIONS**

#### **A. *New School Approval:***

- Bridge Street Dental Assisting School, Wausau, WI
- Everest University (Online) Orlando, FL
- Western International University Phoenix, AZ
- Yoga Gyan Jyoti Center for Yoga and Ayurveda LLC, Aurora, IL

#### **B. *New Teaching Location:***

- Bridge Street Dental Assisting School
  - 200 East Bridge Street Wausau WI 54403
- Everest University (Online)
  - 9200 South Park Center Loop Orlando, FL 32819
- Fielding Graduate University
  - 951 West Chapel Street Dodgeville, WI 53533
- John Casablancas Modeling and Acting Center
  - 16650 West Bluemound Road Brookfield, WI 53005
- National-Louis University
  - Cudahy High School Cudahy, WI 53110
  - Lakeshore Technical College Cleveland, WI 53015
  - Pewaukee High School, Pewaukee, WI 53072
  - South Milwaukee High School Milwaukee, WI 53172
- Rasmussen College – Appleton
  - 3500 E. Destination Drive Appleton, WI 54915
- Saint Mary's University of Minnesota
  - Phillips Elementary School Phillips, WI 54555

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*Program Integrity continued from page 7*

- University of Phoenix
  - North Milwaukee Learning Center, Milwaukee, WI 53224
  - Radisson Hotel - Glendale Glendale, WI 53217
- Western International University
  - 9215 N. Black Canyon Highway, Phoenix, AZ 85021
- Yoga Gyan Jyoti Center for Yoga and Ayurveda
  - 6817 West Morgan Avenue Milwaukee, WI
  - Kanyakumari, 6789 North Green Bay Avenue Glendale, WI 53209
  - Your Yoga Lifestyle, 518 College Avenue, #2 Racine, WI 53403

**C. School Name Change:**

- Kaplan Professional previously Kaplan Financial

**D. Change of Ownership:** None

**E. Denial/Withdrawal/Exemption of Approval:**

- Becker Professional Education – Exempt – review courses determined to provide the opportunity to review previously learned programs.
- Kaplan Professional – Exempt programs – review programs determined to provide the opportunity to review previously learned programs.
- Everest College Phoenix (Online) – Denial – school is to explain and document EAB concerns before application consideration.
- Everest University (Online) – Suspension – school is to explain and document EAB concerns before reinstatement consideration.
- Lamar University, Beaumont, TX – Exempt – public institution.

- University of Maryland University College – Exempt – public institution supported by the state of Maryland funding.
- University of South Dakota (The), Vermillion, SD – Exempt – public institution supported by the state of South Dakota funding.
- University Southern California School of Social Work (File 2) – Exempt – public institution supported by the state of California funding.

**F. Sanctions/Revocations:** None

**PROGRAMACTIONS**

**G. New Program Approval:**

- Ashford University
  - B.A. - English, 120 Credits
  - B.A. - Finance, 120 Credits
  - B.A. - Health & Human Services 120 Credits
  - B.A. - Journalism & Mass Communication, 120 Credits
  - B.A. - Project Management 120 Credits
  - B.A. - Service Management 120 Credits
  - B.A. - Supply Chain Management, 120 Credits
- Bridge Street Dental Assisting School
  - Dental Assisting, 80 Hours
- DeVry University
  - B.S. - Healthcare Administration 126 Semester Credits
- Everest University (Online)
  - 8 Associates of Science 96 Quarter Credits
  - 6 Bachelors of Science 192 Quarter Credits
  - M.S. - Master of Business Administration (MBA) 56 Quarter Credits
- Globe University - Madison East
  - A.A.S. - Internet Marketing 93 Quarter Credit Hours

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*Actions continued from page 9*

- B.S. - Internet Marketing  
181 Quarter Credit Hours
- Herzing University
  - A.S. - Medical Laboratory Technician, 70 Semester Credits
  - A.S. - Accounting  
62 Semester Credits
  - B.S. - Nursing  
121 Semester Credits
- Kaplan Professional
  - Home Inspection Enhanced  
90 Hours
- Kaplan University
  - B.S. - Public Health  
180 Quarter Credits
  - Master of Health Care Administration  
52 Quarter Credits
- Lesley University
  - 2 M.E. (Online)  
33 Semester Credits
  - M.E. - Ecological Teaching and Learning (Online with Residency), 32 Semester Credits
  - Ph.D. - Educational Leadership (Online), 45 Semester Credits
- NASCAR Technical Institute
  - Automotive Technology w/ NASCAR Engines I & II  
69.5 Voc. Credits/1400 Hours
  - Automotive & FACT Technology w/NASCAR Engines I & II  
90 Vocational Credits/1890 Hours
  - Automotive & NATT Technology w/NASCAR Engines I & II  
79 Vocational Credits/1710 Hours
  - Automotive & NASCAR Technology w/Pit Crew, 88.5 Vocational Credits/1890 Hours
  - Automotive/NASCAR/FACT Technology w/Pit Crew, 109 Vocational Credits/2340 Hours

- Rasmussen College – Green Bay Location Only
  - A.S. - Professional Nursing  
112 Quarter Credits
- Sanford-Brown College - Milwaukee
  - Diploma - Medical Billing & Coding  
70 Quarter Credits
- Universal Technical Institute
  - A.O.S. - Diesel & Industrial Technology w/DTNA Finish First (UTI Arizona)  
77 Credits/1710 Hours
  - A.O.S. - Automotive & Diesel Technology w/DTNA Finish First (UTI Arizona)  
111 Credits/2430 Hours
  - A.O.S. - Automotive/Diesel & Industrial Technology w/DTNA Finish First (UTI Arizona)  
119.5 Credits/2610 Hours
  - A.O.S. - Diesel & Industrial Technology w/Cummins (UTI Arizona), 80 Credits/1710 Hours
  - A.O.S. - Automotive & Diesel Technology w/Cummins (UTI Arizona)  
114 Credits/2430 Hours
  - A.O.S. - Automotive/Diesel & Industrial Technology w/Cummins (UTI Arizona)  
122.5 Credits/2610 Hours
  - A.O.S. - Diesel & Industrial Technology w/Cummins Power Generation (UTI Arizona)  
77 Credits/1710 Hours
  - A.O.S. - Automotive & Diesel Technology w/Cummins Power Generation (UTI Arizona)  
111 Credits/2430 Hours
  - A.O.S. - Automotive/Diesel & Industrial Technology w/Cummins Power Generation (UTI Arizona),  
119.5 Credits/2610 Hours
- Virginia College Online
  - A.S. - Business Administration, 96 Quarter Credits

*Actions continued on page 11*

**Actions continued from page 10**

- A.S. - Health Information Technology, 106 Quarter Credits
- Western International University
  - A.A.- Business, 60 Credits
  - 5 Bachelors of Art, 126 Credits
  - B.S. w/9 minors, 126 Credits
  - 4 Bachelors of Science, 126 Credits
  - Certificate - Accountancy, 54 Credits
  - 2 Masters of Art, 39 Credits
  - 5 Masters of Business Administration, 39 Credits
  - Master of Public Administration, 39 Credits
  - M.S. - Information Systems Engineering, 39 Credits
- Yoga Gyan Jyoti Center for Yoga and Ayurveda LLC
  - Yoga Teacher Certification (211 & 500), 211 Hours

**H. Revised Program Approval:**

- Herzing University
  - B.S. - Accounting  
123 Semester Credits - 415 /  
Current; Credits changed from  
153 to 123

**I. Program Name Change:** None

**OTHERACTIVITY**

**J. Site Visits:**

- Amerstate University, 6/1/2010  
Follow-Up Visit
- Anthem College - Brookfield,  
7/13/2010, Follow-Up Visit
- Globe University - Middleton  
8/5/2010, Follow-Up Visit
- Herzing University - Madison,  
8/9/2010 Follow-Up Visit

**K. Complaints Handled:**

- *Busch vs. PC ProSchools, Inc.* -  
Mr. Busch is a Minnesota resident  
and attended PC Pro in Minneapolis.  
This complaint was forwarded to the

Minnesota Office of Higher Education  
on 7/30/10

- *Dombrowski vs. Sanford-Brown College – Milwaukee* - School response thoroughly explains its accreditation, and provides evidence this information is disclosed to the student in the catalog, and in the enrollment agreement.
- *Flemister vs. Milwaukee Career College* - School was directed to inform complainant and two classmates that if there is any more harassment or complaints in the remaining six weeks of their classes, all three will be dismissed and will not be allowed to re-enter. School must revise student conduct policies.
- *Griep vs. University of Maryland University College* - Given the EAB has no authority over the publicly funded UMUC and the UMUC followed its written policies, the EAB has no jurisdiction to resolve the complaint. Complainant's best avenue to resolve this issue is through the initiated appeal filed with the UMUC Appeals Office.
- *O'Farrell vs. New Horizons of Wisconsin* - School official spoke with student, and student reports everything has been worked out.
- *Perrault vs. PC ProSchools, Inc.* - Ms. Perrault is a Minnesota resident and attended PC ProSchools in Minneapolis. This complaint was forwarded to the Minnesota Office of Higher Education on 7/30/10.
- *Smith vs. Milwaukee Career College* – After several attempts to assist Ms. Smith in resolving her conflicts with the school, it was determined that based on Ms. Smith's behavior termination was warranted. No further action needed.
- *Soderholm vs. Kaplan University* - School resolved the issues to the student's satisfaction.

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*The EAB Quarterly  
Fall 2010*

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

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**There is still time to register for the  
EAB-Approved Schools Conference**

***“Quality Schools = Student Success”***

**November 18, 2010  
Madison Sheraton Hotel**

**To register go to EAB’s website at [eab.state.wi.us](http://eab.state.wi.us)  
Click *Annual Conference***