

ASPA Spring Conference 2019 - Speaker Biographies



Lauren Bozich is the Senior Manager of Education Program Accreditation with the Accreditation Council for Education in Nutrition and Dietetics (ACEND). She has worked for ACEND for over six years. Lauren has been a Registered Dietitian (RD) for over 10 years and received a Master of Science in Nutrition Education from Rosalind Franklin University. Prior to her work at ACEND and in accreditation, she worked in corporate wellness and in various clinical settings as a dietitian.



Karen Martens Brandt, DVM, received a Bachelor of Science in Veterinary Science and a DVM from the University of Minnesota, College of Veterinary Medicine. Following graduation, she entered clinical mixed animal practice and has also practiced dairy medicine and companion animal medicine. She has also taught in veterinary technology programs, including serving as program director. In 2008 Dr. Brandt joined the AVMA as an Assistant Director of the Education and Research Division providing staff support to the AVMA Committee on Veterinary Technician Education and Activities and the AVMA American Board of Veterinary Specialties. Currently she serves as Director of the AVMA Education and Research Division and provides staff support to the AVMA Council on Education.



Eric Brichto is the Vice President for Accreditation at the Commission on Accreditation of Healthcare Management Education (CAHME) and has worked for CAHME since 2013. Prior to CAHME, Eric worked for the Office of the Counsel to the Inspector General for the Social Security Administration. Eric earned his JD from the University of Baltimore.



Mark Burke is the Director of Learning Solutions for Vista Consulting Group where he is responsible for an online university that serves +21k students across 58 software companies. He received his doctorate in instructional technology with a focus on distance learning and assessment from Northern Illinois University. Before working for Vista, Mark owned an assessment and custom training development company serving several Fortune 100 companies. Mark's experience includes the creation and management of five different online universities, development of competency profiles and related measurement rubrics for all management positions within an oil and refining company, and 15 years of developing and implementing assessment strategies in both the corporate and higher education environment.

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Crystal Calarusse is the Chief Accreditation Officer at NASPAA (Network of Schools of Public Policy, Affairs, and Administration). She oversees quality assurance for graduate degrees in public service and is currently responsible for the global expansion of NASPAA's services. She serves on the board of the Association of Specialized and Professional Accreditors and holds a Master of Public Policy degree from the University of Maryland, College Park.



Judith S. Eaton is president of the Council for Higher Education Accreditation (CHEA), the largest institutional higher education membership organization in the United States. She has served as CHEA's President since shortly after its founding in 1996. Prior to her work at CHEA, Dr. Eaton served as chancellor of the Minnesota State Colleges and Universities, as president of the Council for Aid to Education, the Community College of Philadelphia and the Community College of Southern Nevada and as vice president of the American Council on Education. She has held teaching positions at Columbia University, the University of Michigan and Wayne State University. Dr. Eaton has authored numerous books and articles on higher education and accreditation-related topics and addresses accreditation and quality assurance at conferences and meetings in the United States and internationally.



Mary B. Gregoire is the Executive Director of the Accreditation Council of Education in Nutrition and Dietetics (ACEND®), the specialized program accreditation organization for nutrition and dietetics programs at the associate, bachelor's and graduate degree levels. She has served on the Association of Specialized and Professional Accreditors (ASPA) Professional Development Committee planning the spring meetings for the past two years and chairs the committee this year.



Rachel Herman serves as Accreditation Process and Technology Manager of the Commission on English Language Program Accreditation (CEA). She manages the accreditation process, and works to ensure that the agency's technology, e-learning, and training needs are met. She holds an MS in Educational Technology, an MA in TESL, and has been both faculty and a program administrator. Previously, she was a self-study coordinator, then a CEA peer reviewer. She is exploring the intersection of humans and technology through research in the area of human performance systems, instructional design, and program evaluation.

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Mary E. Kiersma is the Assistant Director of Professional Degree Program Accreditation at the Accreditation Council for Pharmacy Education (ACPE). Her roles include engaging professional degree program stakeholders, leading site visits, designing and conducting research, and speaking about ACPE activities at training sessions and professional meetings. Prior to joining ACPE, Dr. Kiersma was the Director of Assessment and Assistant Professor of Pharmacy Practice at Manchester University College of Pharmacy in Fort Wayne, Indiana. Dr. Kiersma received her PharmD from Purdue University. After working as a community pharmacist, she returned to Purdue to pursue MS and PhD degrees, with a focus on evaluation and assessment in pharmacy education.



Craig Little currently serves as President of the Council on Chiropractic Education (CCE). Dr. Little's professional experience includes prior leadership roles with CCE as its Chair, Executive Committee member, and Councilor. He has a Bachelor of Science in Biology, a Doctor of Chiropractic degree from the Southern California University of Health Sciences, a Master's degree in Educational Leadership from Chapman University, and is completing a Doctorate of Education (Ed.D.), in interdisciplinary leadership at Creighton University.



Nicole Martello serves as the Accreditation Review Manager at The Commission on English Language Program Accreditation (CEA). She is responsible for managing the site visit scheduling process, training peer reviewers, overseeing site review teams, and processing Review Team Reports written as a result of the site visit. Nicole has ten years of teaching and program administration experience in intensive English programs in the U.S. and overseas. She has an EdM in TESOL and an MBA in Management & International Business. Nicole is currently pursuing a doctorate in international higher education, and her research interests revolve around partnerships between institutions of higher education and international quality assurance initiatives.



Mollie Mulvanity received her Master of Public Health degree in Health Behavior and Health Promotion from The Ohio State University. She also holds a Bachelor of Arts degree in English, summa cum laude, from the University of Delaware. At CEPH, her primary responsibilities include managing the accreditation specialist staff and providing consultation to schools and programs. Her prior career experience, primarily in civil rights and advocacy, includes positions in the US Department of Justice's Civil Rights Division and DC Prisoners' Legal Services Project.

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Nancy Nguyen is the Institutional Research and Effectiveness Manager at the American Association of Colleges of Pharmacy, providing 140+ pharmacy schools with data for assessment and accreditation. Nancy is an Iowa native, escaping the cold for sunny Occidental College in Los Angeles before getting her Master in Public Policy from George Mason University. She's worked with developers to translate accreditation standards into an effective online platform and has become proficient in translating education-to-technology speak. She is in constant pursuit of telling higher education data stories in more visually impactful and efficient ways.



Rebecca Pelton is the President of the Montessori Accreditation Council for Teacher Education (MACTE). MACTE serves as the national accreditor under the USDE for Montessori teacher preparation programs within colleges and universities, free standing institutions and on-line learning. Dr. Pelton has been active in the area of teacher program accreditation for over 17 years. Prior to her work with MACTE, she served as the Vice President for Membership for the Teacher Education Accreditation Council (TEAC). Her tenure at MACTE is based on a commitment to supporting quality teacher preparation and thereby improving the educational experience for all students.



Jeff Reiter is CEO and founder of RWK IT Services, which specializes in managed / outsourced IT Services, Cloud Services, and software development services. With a successful, 25-year old track record as a business solution provider skilled in the design and build of software systems, he delights in finding ways to improve industries with right-sized, scalable, and relevant IT solutions. Previously he worked in Enterprise IT management and his team has always delivered a consultative approach on projects with great impact, including architecting and building the transformative email system for the Obama for America campaign. Jeff is the visionary behind CE Data Exchange™, a cloud- based software system designed to help professions that require continuing education manage, track, and report on continuing education units necessary to maintain credentials.

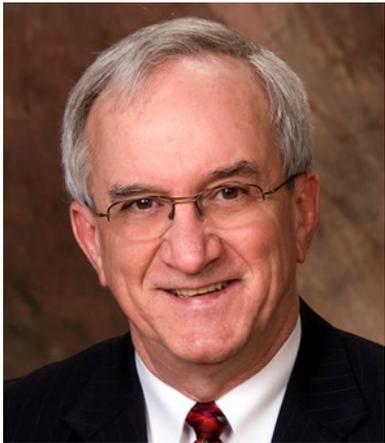


Elise Scanlon is the founder and principal of Elise Scanlon Law Group, a Washington D.C. based education law and consulting practice. Elise's practice focuses on advising accrediting organizations and higher education institutions on federal higher education policy, state and federal regulation and quality assurance and improvement protocols. She also advises nonprofit organizations on board governance, strategic planning and risk management practices. Elise has more than 25 years of experience in higher education accreditation having served as Executive Director of the Accrediting Commission of Career Schools and Colleges (ACCSC) from 1999-2008. At ACCSC, Elise managed an accreditation process that included more than 700 higher education institutions.

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Stacy Seapy is the Director of Operations at Montessori Accreditation Council for Teacher Education (MACTE) and has an M.S in Career and Technical Education and a B.S. in Business Management from Virginia Tech. Stacy was a high school business teacher for four years and since coming to MACTE she has delved into the world of database and process management.



Earl Seaver is a Managing Partner of Academy Solutions and a Professor Emeritus at Northern Illinois University. As Deputy Provost at NIU his responsibilities included strategic planning, community college relations, and retention. As Vice Provost he had responsibility for undergraduate academic affairs and he chaired the Department of Communicative Disorders in NIU's College of Health and Human Sciences. He was Chair of the Council on Academic Accreditation in Audiology and Speech-Language Pathology and chaired the Council for Clinical Certification in Audiology and Speech-Language Pathology. He served as President of the Cleft Palate Foundation for twelve years. Dr. Seaver is ASPA's current Chair. He received his bachelors and master's degrees in Speech-Language Pathology from Western Michigan University and his Ph.D. in Speech Sciences from the University of Iowa.



Tom Smalling is the executive director of the Commission on Accreditation for Respiratory Care (CoARC). Dr. Smalling has worked in the respiratory care profession since 1987 and joined the respiratory care program faculty at Stony Brook University in 1995, where he also served as Director of Clinical Education. He is credentialed as a registered respiratory therapist in addition to specialty credentials in polysomnography and pulmonary function testing. Dr. Smalling earned his undergraduate degree in Cardiorespiratory Sciences in 1988 and a Master of Science in Health Sciences in 1992, both from Stony Brook University, and earned his PhD in Higher Education Administration from New York University in 2006.



Amanda Stefan is currently a Quality Analyst for the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). Amanda joined the CAHIIM team in April of 2018. She manages the accreditation site visit process and conducts site visits as the staff liaison for Health Information Management programs across the country. Amanda also serves as a staff representative on both the Health Informatics Accreditation Council (HIAC), and the Health Information Management Council (HIMAC). She received a Bachelor of Science in Health Informatics and Information Management, as well as a Master of Health Informatics from Louisiana Tech University. Amanda also has her Registered Health Information Administrator (RHIA) credential, which she earned in 2015.

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Mary Ann P. Swain is a Professor with the Decker School of Nursing at State University of New York at Binghamton. She has many years of experience in higher education administration. She served as Binghamton University's provost and vice president for academic affairs for almost 20 years. She also is the new Chair of the Council for Higher Education Accreditation (CHEA) Committee on Recognition, which advises the CHEA Board of Directors of recognition of institutional and programmatic accrediting organizations.



Heidi Vellenga is Associate Director of the Commission on English Language Program Accreditation (CEA), where she supports the work of the Commission, oversees the accreditation process, and serves as staff liaison to the Standards Review Committee. She holds a PhD in Applied Linguistics, an MA in TESOL and has over 20 years' experience in the field as a post-secondary English-as-a-Second-Language instructor and intensive English program administrator in the US and overseas. Prior to working at CEA, she coordinated self-study efforts and served as a peer reviewer. Her research interests include instructional effectiveness, teacher development, and language program administration.