

Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-170



MEMORANDUM TO THE FIELD MAY 2017

TO: ACICS-Accredited Institutions and Interested Parties

FROM Accrediting Council for Independent Colleges and Schools

DATE: May 10, 2017

The Memorandum to the Field contains proposed criteria along with other information for ACICS-Accredited Institutions and Interested Parties

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1. Proposed Criteria Revisions

At its April 2017 meeting, the Council reviewed specific areas of the *ACICS Accreditation Criteria* outlined in this section as a result of its continuous process of systematic review, and approved the revisions as proposed for feedback from the field (new language is underlined, deleted language is struck). Proposed changes are reconsidered for final approval and implementation at the Council’s next meeting and incorporate the perspectives shared by the field. Public comment on these revisions is requested through the ACICS Comment Survey explained at the end of the memorandum. ACICS requests comments and recommendations from a broad cross section of ACICS stakeholders, including students, faculty, school administrators, policy advocates, and others.

A. Intent to Bar/Debarment Appeal

Explanation of Proposed Changes

The Council proposes to clarify the language surrounding the debarment appeal process. The revised language clarifies the procedure that individuals or entities may only appeal the intent to bar. The current language on debarment could be interpreted that an individual or entity may also elect to appeal the debarment action, after an appeal of the intent. The revised language intends to remove this possible interpretation.

2-3-900 – DEBARMENT

... The intent to bar notice will inform the person(s) or entity that they are entitled to present information and materials in writing or in person to appeal the intent to bar at the next scheduled meeting of the Council. The notice will stipulate that if they intend to appeal the intent to bar, the person(s) or entity must inform the Council office in writing within ten days of receipt of the notice as to whether they will appeal the intent to bar in writing or in person. The Council's decision is final if the person or entity elects not to appeal within ten days of the Council notification.

A debarment order may be issued by the Council as a result of its consideration of the facts presented in the appeal. The Council's decision is final and will be sent to the person(s) or entity by electronic and certified mail following their appeal before the Council.

~~The Council's decision is final if the person or entity elects not to appeal within ten days of Council notification. The Council's decision is also final following appeal.~~

B. Review Board Members and Expenses of an Appeal

Explanation of Proposed Changes

The Council proposes to clarify language regarding the Review Board of Appeals. The proposed language indicates that a panel of three persons will be selected from a pool of 15 members of the Review Board of Appeals. The order of the types of members has also been reorganized for consistency. In addition, the proposed language clarifies the remittance of a standard hearing fee.

2-3-600 – REVIEW BOARD APPEAL PROCESS

2-3-602. Appointment of Members. The Review Board of Appeals shall consist of a pool of fifteen (15) persons, all of whom have had experience in accreditation, who are appointed to three-year terms. An appointed person shall not have been a commissioner within one year prior to appointment. The Review Board of Appeals shall consist of at least two (2) academic representatives, two (2) administrative representatives, and three (3) public members, as defined in Appendix A.

A Review Board of Appeals panel of three to seven persons, depending on the scope and complexity of the matter or institution being reviewed, will be designated by the Council from the entire Review Board to hear an appeal from an institution. The Council will also designate one member of the Review Board Panel to serve as chair. The selection and actions of the panel are subject to ACICS conflict of interest policies. A Review Board Panel will consist of at least ~~one (1) public, one (1) administrative, and one (1) academic,~~ one (1) administrative, and one (1) public representative as defined in Appendix A.

2-3-608. Expenses of Appeal Hearing. The institution shall bear the following expenses in connection with the appeal:

- (a) travel and subsistence of the Review Board panel members participating in the hearing; and
- (b) cost of the hearing room and transcription.

An appeals ~~fee~~ deposit must be ~~remitted to~~ made with the Council at the time of the filing of the notice of appeal described in Section 2-3-604. This ~~fee~~ deposit shall be applied to the expenses listed above, and any excess deposit will be returned to the institution.

APPENDIX A BYLAWS ARTICLE VII Appeals Process

Section 1 – Review Board of Appeals. A Review Board of Appeals shall be appointed by the Council. The purpose of the Review Board shall be to review, according to pre-established procedures and guidelines, appeals by members of final negative actions by the Council and in each case either to affirm the action of the Council, to remand the case to the Council for further review, or to amend or overturn the action. The Review Board shall consist of a pool of fifteen (15) persons, all of whom have had experience in accreditation. The Review Board shall include at least two (2) academic representatives, two (2) administrative representatives, and three (3) public members, as defined in Article III, Section 1 herein. Review Board panels will consist of a minimum of three (3) members and be comprised of at least ~~one (1) public,~~ one (1) academic, ~~and one (1) administrative,~~ and one (1) public representative. Members shall be appointed to terms of three years, with terms of initial appointees staggered so that one-third of the terms expire each year. A person appointed to the Review Board shall not have been a commissioner within one year prior to appointment. The President shall convene timely a panel of the Review Board when necessary.

C. Institutional Grant Length

Explanation of Proposed Changes

The Council proposes to reinstitute the determination of grant length at the institutional, rather than at the campus level. That is, the institution (main and its branches) will be awarded a grant of accreditation given that a branch does not hold an accredited status; rather, it is approved within the accredited status of the main campus. While the Council

currently has the discretion on the length of an award across campuses, the proposed change would eliminate the ability to award a grant length to a branch campus independently of its main.

2-1-701. Maximum Length of Grants of Accreditation. The Council determines the grant lengths of each ~~campus~~-institution that is accredited by ACICS. The maximum length of an initial grant of accreditation is three years. If an institution can demonstrate a record of having been in good standing with another institutional accrediting agency recognized by the United States Department of Education, the Council may award an initial grant of up to four years. The maximum length of a renewal grant of accreditation is six years.

~~**2-1-702. Grant Lengths of Branch Campuses in Multiple-Campus Institutions.** The Council at its discretion may determine that the grant length and/or expiration date for a branch campus will not coincide with the grant length and/or expiration date for the main campus. In the event that the main campus fails to maintain its accreditation status with ACICS, the associated branches and learning sites are ineligible for accreditation by ACICS.~~

D. Unannounced Visit Fees

Explanation of Proposed Changes

The Council proposes that the Criteria related to charges for unannounced visits be consistent with fees assessed for scheduled visits. Therefore, the proposed change is that unannounced visits will be assessed a flat visit fee, rather than based upon expenses. Failure to pay the fee would be subject to adverse action.

~~**2-1-405. Expenses Fees.** Visit expenses for all team members, including the ACICS staff member who accompanies the team, shall be paid by the institution. Expenses include an honorarium for members of the team. A fee will be assessed for this visit. Failure to remit payment for the visit fee may result in an adverse action.~~

Appendix B (in Criteria)

~~Expenses Fees~~

~~A fee will not be assessed for this visit, but each institution will be billed for expenses incurred during the visit. Failure to remit payment for expenses this fee may result in a directive to show cause why the accreditation of the institution should not be withdrawn. an adverse action.~~

E. Council Hearing Procedures

Explanation of Proposed Changes

At its December 2016 meeting, the Council moved to require all show-cause hearings to be in writing unless an in-person hearing is directed by the Council. For clarity, the notation "in-writing hearing" is being revised to an "institutional review" and hearings reserved for in-person appearances before the Council. For institutional reviews, the submission of documentation and fee would replace a notification of the institution's acceptance as

confirmation of the understanding of its show-cause status. The proposed changes also include revisions to the procedures for when the Council requires a hearing in person.

2-3-230. Show-cause Directive.

...The issuance of a show-cause directive may be considered the basis for an institutional review or hearing in person, at the discretion of the Council, as defined in Section 2-3-500. A suspension order or denial action may be issued by ACICS as the result of ~~this hearing~~ the Council's review of the institution's response or the hearing, and such action is considered a final action which may only be appealed to the Review Board of Appeals as described in Section 2-3-600. All institutions that are issued a show-cause directive by the Council will be directed to submit a school closure plan and may be required to submit a teach-out agreement as described in Section 2-2-303 of the *Accreditation Criteria*.

2-3-500 – COUNCIL HEARING-REVIEW OR HEARING PROCEDURES

All institutional reviews~~hearings~~ will be in writing unless the Council exercises its sole discretion to require ~~allow~~ a hearing in person before the Council. The following procedures will govern reviews to be conducted by and hearings to be held before the Council:

- (a) ~~The acceptance of a hearing must be made by a date determined by the Council, which will not be less than 10 days from the date of receipt of the letter of notification of the show-cause directive. The acceptance of a hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the acceptance of a hearing, the Council will notify the institution of the procedures to follow to prepare for the hearing.~~
- (b) ~~(a)~~ The institution shall have the right to respond with evidence and facts concerning the areas of noncompliance with which it has been charged, to raise all reasonable questions, and to present evidence in opposition to or extenuation of the charges of noncompliance. Such written evidence must be submitted by the date prescribed by the Council unless the institution can show that such information was not available before the submission date and that failure to make a timely submission was outside of the institution's control.
- (c) ~~(b)~~ In the event that the Council requires a hearing in person, the institution's acceptance of an in-person hearing must be made within ten (10) days from the date of receipt of the letter of notification of show-cause directive. The acceptance of the in-person hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the acceptance of the hearing, the Council will notify the institution of the procedures to follow to prepare for the hearing. ~~In the event that the Council allows a hearing in person, the institution may present only evidence not already considered.~~ The institution may send one or more representatives, including legal or financial counsel, to present its argument in opposition to or extenuation of the Council action. The Council transcribes all such hearings for its records. A copy of the transcript is available to the institution upon request.

2-3-501. Institutional Review or Hearing Format. Institutional reviews conducted by and hearings before the Council resulting from a show-cause directive and involving areas of

noncompliance other than or in addition to financial concerns will take place before a panel of commissioners.

A review or hearing panel of at least three commissioners will be designated by the Council to review the written response and hear the presentation of the institution, if applicable. The panel will present its findings and its recommended action to the full Council, which will make the final decision within the time frames specified in Title II, Chapter 3.

2-3-502. Financial Reviews or Hearings. All reviews conducted by or hearings before the Council for financial concerns only will be deliberated or heard by a panel of at least three commissioners, which will include at least one representative of the Financial Review Committee. The panel will present its findings and its recommended action to the full Council, which will make the final decision within the time frames specified in Title II, Chapter 3.

F. Revision of Title - Change of Ownership/Control Action

Explanation of Proposed Changes

The Council proposes a revision to the following title of the criterion to better reflect its content. The title clarifies the denial of reinstatement of accreditation after change of ownership or control, rather than a denial of the change of ownership/control itself.

2-3-302. Denial of Renewal of Accreditation or Denial of Reinstatement of Accreditation Following Change of Ownership/Control. An institution that objects to a Council decision to deny an application for a renewal of accreditation or reinstatement of accreditation following a change of ownership or control has the right to appeal the decision to the Review Board of Appeals pursuant to the procedures described in 2-3-604.

G. Institutional Show-Cause and Withdrawal of Approval

Explanation of Proposed Changes

The Council proposes to clarify language regarding a show-cause directive on a branch campus. The revised language indicates that a show-cause action may result in the withdrawal of approval of a branch campus or the withdrawal of accreditation of the institution.

2-3-230. Show-Cause Directive. Show-cause is a status that the Council may impose on an institution-when it determines that the institution or one of the campuses within the institution does not materially operate in accordance with the *Accreditation Criteria*. The Council will provide ~~the institution with~~ a written summary of the areas of noncompliance to the institution, and the institution which will be required to provide evidence of corrective action for review by ACICS. Following receipt of a show-cause directive, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or ~~the institution~~ will be subject to an adverse action.

The issuance of a show-cause directive may be considered the basis for a hearing, at the discretion of the Council, as defined in Section 2-3-500. A suspension order or denial action may be issued by ACICS as the result of this hearing, and such action is considered a final action which may only be appealed to the Review Board of Appeals as described in Section 2-3-600. All institutions that are issued a show-cause directive by the Council will be directed to submit a school closure plan and may be required to submit a teach-out agreement as described in Section 2-2-303 of the *Accreditation Criteria*.

2-3-231. Result of Show-Cause. The Council will not accept any applications for new programs or new campuses from any institution on show-cause unless ~~the institution receives approval~~ is received in advance to submit such an application.

2-3-400 – ACCREDITATION WITHDRAWN

“Withdrawal of accreditation” differs from “denial of accreditation” in that denial rejects an institution’s application for an initial grant of accreditation or for a renewal of accreditation to take effect upon the expiration of an existing grant of accreditation; withdrawal of accreditation takes away a current grant of accreditation before its expiration. Accreditation may be withdrawn from an institution or inclusion withdrawn from a branch campus through two types of Council action: “revocation of accreditation” or “suspension of accreditation.”

2-3-401. Revocation. Revocation occurs without a hearing for any of the following reasons:

- (a) An institution or campus notifies the Council that it has closed and/or ceased operation.
- (b) An institution fails to submit a written response to a show-cause directive by the indicated due date.
- (c) ~~(b)~~ An institution or campus whose accreditation has been summarily suspended does not challenge the suspension within 10 days of receipt of the suspension notice. (See Section 2-2-301.)
- (d) ~~(e)~~ The institution or campus fails to file an annual report as required by the Council. (See Sections 2-1-801 to 2-1-802.)
- (e) ~~(d)~~ The institution or campus fails to pay its annual fees, application fees, other assessed fees, or evaluation expenses. (See Section 2-1-804.)

A revocation action is not appealable. It requires an institution to start anew and to undergo the entire accreditation process to regain accreditation.

2-3-402. Suspension. Suspension of accreditation may occur when, in the judgment of ACICS, an institution or one of the campuses within the institution no longer complies with the criteria.

By way of illustration, ACICS might issue an order of suspension for reasons such as the following:

- (a) The institution or any of its components (a branch or new program, for example), is evaluated as directed by ACICS and is determined not to be in compliance with the criteria.

- (b) Periodic required reports filed by the institution/campus fail to conform to Council reporting requirements.
- (c) The institution/campus makes substantial or significant change, without notice to ACICS, in its operation, structure, governance, ownership, control, location, facilities, or programs of study.
- (d) The institution/campus fails to respond to or cooperate with attempts by the Council to make arrangements for a site evaluation.
- (e) The institution/campus has deviated from the criteria or other directives of ACICS.
- (f) The institution fails to disclose any agreements, options, or other contractual arrangements between the institution and other parties which bear on the management or control of the main campus or its nonmain campuses.

In all cases of suspension, the Council retains discretion to specify whether and under what conditions the institution might apply for an initial grant of accreditation or inclusion of a branch campus.

2-3-403. Procedural Guarantees for Withdrawal by Suspension. In all cases where accreditation is subject to withdrawal by suspension under Section 2-3-402, the institution is afforded the following procedural guarantees:

- (a) Opportunity for a review or hearing before ACICS on all material issues in controversy.
- (b) Written prior notice of the proceedings, the charges levied, and the standards by which the institution/campus ultimately is to be judged.
- (c) A decision on the record alone and a statement of reasons for the ultimate decision.
- (d) A right of appeal as provided in Section 2-3-600.
- (e) If the Review Board of Appeals affirms the withdrawal of accreditation by way of suspension, the appeal shall be deemed to be finally disposed of upon issuance of the decision and publication will be made as described in Section 2-3-607.

H. Revocation for Failure to Respond to Show-Cause Directive

Explanation of Proposed Changes

The Council proposes to add an additional reason for the revocation action - when an institution does not respond to a show-cause directive. The language also allows for withdrawal actions to also be taken at the campus level.

2-3-400 – ACCREDITATION WITHDRAWN

“Withdrawal of accreditation” differs from “denial of accreditation” in that denial rejects an institution’s application for an initial grant of accreditation or for a renewal of accreditation to take effect upon the expiration of an existing grant of accreditation; withdrawal of accreditation takes away a current grant of accreditation before its expiration. Accreditation may be withdrawn from an institution or inclusion withdrawn from a branch campus through two types of Council action: “revocation of accreditation” or “suspension of accreditation.”

2-3-401. Revocation. Revocation occurs without a hearing for any of the following reasons:

- (f) An institution or campus notifies the Council that it has closed and/or ceased operation.
- (g) An institution fails to submit a written response to a show-cause directive by the indicated due date.
- (h) ~~(b)~~ An institution or campus whose accreditation has been summarily suspended does not challenge the suspension within 10 days of receipt of the suspension notice. (See Section 2-2-301.)
- (i) ~~(e)~~ The institution or campus fails to file an annual report as required by the Council. (See Sections 2-1-801 to 2-1-802.)
- (j) ~~(d)~~ The institution or campus fails to pay its annual fees, application fees, other assessed fees, or evaluation expenses. (See Section 2-1-804.)

A revocation action is not appealable. It requires an institution to start anew and to undergo the entire accreditation process to regain accreditation.

I. Student Achievement Procedures

Explanation of Proposed Changes

The Council proposes changes in the Criteria to reflect recent changes in standards and guidelines regarding student achievement. The proposed language will be consistent with other Council actions and provide clarity on its expectations with each action. In addition, two sections of the Criteria related to Student Achievement have been revised to remove redundant language. A revision was also made to procedural guarantees for withdrawals by suspension to include language for what is now an institutional review.

2-1-809. Student Achievement Review. The Council reviews the Campus Accountability Report (CAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure examination pass rates, as applicable. When this review indicates that the achievement of an institution's students is below benchmark, the Council will take action consistent with the guidelines outlined in Appendix L, Student Achievement Standards and Campus Accountability Reports. ~~place the campus or program on reporting and require the institution to add an Improvement Plan within its Campus Effectiveness Plan (CEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a compliance warning or a show-cause directive, or otherwise take action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. If the Council deems an institution significantly out of compliance relative to student achievement outcomes with little or no chance of coming into compliance, then it will take an adverse action. Those with campus- or program-level plans are subject to additional reporting requirements, and additional restrictions may be imposed upon those that are out of compliance.~~

2-2-502. Program Show-Cause or Compliance Warning. When the Council determines that a program at a campus of the institution has fallen below the compliance standard for retention, placement, or licensure examination pass rates, the institution will be provided in writing with a show-cause directive or compliance warning regarding the alleged deficiency in accordance with the guidelines outlined in Appendix L, Student Achievement

~~Standards and Campus Accountability Reports. The show-cause or compliance warning will note that the program will have to come into compliance by meeting or exceeding the program-level standard prior to the expiration of the established time frame or be taught out and discontinued or otherwise conditioned.~~

~~A program show-cause or compliance warning is not a negative or conditioning action and is therefore not appealable. Rather, it is issued as an official notification to an institution that a program provided by the institution is out of compliance with agency standards. Following receipt of a program show-cause or compliance warning, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, and Appendix L, or the institution will be subject to adverse action in the form of withdrawal of approval for inclusion of the program within the institution's grant of accreditation as described in Section 2-2-503.~~

~~A program that is placed on show-cause status is required to notify its current and prospective students along with the public immediately and in writing of its show-cause status through appropriate means.~~

Appendix L Student Achievement Standards and Campus Accountability Reports

INTRODUCTION

ACICS defines academic quality in terms of the extent to which an accredited institution achieves its intended student learning and student success outcomes. Student learning outcomes involve assessment of skill and competency attainment, including licensure examination pass rates, where applicable. Student success outcomes include student retention or persistence and employment or placement.

Section 2-1-809 of the *Accreditation Criteria* requires periodic Council review of student achievement data, verified both by the institution as well as by the Council, submitted by the campus in the annual Campus Accountability Report (CAR) as required under Section 2-1-801. Appendix L provides an overview of the Council's student achievement standards and Council actions that will be taken if the student achievement data show that a campus or program is out of compliance with these standards.

STUDENT ACHIEVEMENT EXPECTATIONS

Student achievement standards outlined below apply to retention and placement rates at the campus and program levels, and licensure examination pass rates, where applicable, at the program level. Minimum standards are intended to ensure that a substantial majority of students at ACICS-accredited campuses are retained, pass licensure examinations where applicable, and find appropriate employment.

Campus-Level Student Achievement Elements (Effective 2013 Reporting Year)	Standard	Benchmark*
Retention Rate	60%	70%
Placement Rate	60%	70%

Program-Level Student Achievement Elements (Effective 2013 Reporting Year)	Standard	Benchmark*
Retention Rate		
• Program length equal to or less than one (1) year	60%	70%
• Program length more than one (1) year	60%	65%
Placement Rate	60%	70%
Licensure Examination Pass Rates, where applicable**	60%	70%

*A campus and/or program whose rates fall below Benchmark must develop and implement an improvement plan.

** Licensure examination pass rates standards apply where a licensure is required for employment to programs for which licensure or certification is required to practice in the specific career field. The program is also required to meet applicable licensure agency standards if higher rates are required any higher licensure agency standards.

DATA COLLECTION AND VERIFICATION OF DATA INTEGRITY

As required under Standard 2-1-801, each main campus and each branch campus must submit an annual Campus Accountability Report (CAR). These reports are due on or before November 1 annually. The CAR reporting year is July 1 to June 30. Placement is accepted through November 1 of the CAR reporting year. Based on the student-by-student data submitted by the campus, the Council calculates the various student achievement rates. All data reported to ACICS for any purpose is expected to reflect an accurate and verifiable portrayal of institutional performance and is subject to review for integrity, accuracy, and completeness (see Standard 3-1-203). In addition to the Council review of data on an annual basis, placement information is reviewed via monthly submissions, and all CAR data is subject to review and verification at any time, including during an on-site evaluation visit.

STUDENT ACHIEVEMENT REVIEW AND COUNCIL ACTIONS

The Council reviews student achievement data for each campus on an annual basis and takes appropriate action. The Council reserves the right to take immediate adverse action once a campus and/or program is found out of compliance and will exercise its judgment in applying the guidelines outlined below: ~~The Council will follow the guidelines listed below:~~

Year Reporting	Rates	Campus and/or Program^ Status**	Council Directed Activities
Current Submission	60-69.9%	Reporting	<ul style="list-style-type: none"> • <u>Development and Implementation of an Improvement Plan (IP) and inclusion into the Campus Effectiveness Plan (CEP) (campus and/or program level)</u> • Attendance at ACICS's Retention and Placement Workshop (campus level)

Year Reporting	Rates	Campus and/or Program [^] Status**	Council Directed Activities
	50-59.9%	Compliance Warning	<ul style="list-style-type: none"> • <u>Institutional review before the Council (campus level)</u> • <u>Development and Implementation of an Improvement Plan (IP) and inclusion into the Campus Effectiveness Plan (CEP) (campus and/or program level)</u> • <u>Submission of a partial Campus Accountability Report (CAR) which includes backup documentation to support the rate(s) reported for the specified period Mid-year rate and backup documentation of the activities occurring between July 1 and December 31 (campus and/or program level)</u> • <u>Submission of all communication and reporting with the oversight agency on licensure performance (program-level licensure)</u> • <u>Submission of updated licensure information as provided by the oversight agency, or a reliable third-party, or as collected and compiled by the campus with supporting backup documentation (program-level licensure)</u>
Current Submission	Below 49.9%	Show-Cause	<ul style="list-style-type: none"> • <u>Institutional review before the Council</u> • <u>Submission of Submit evidence of a corrective action plan to the Council along with documentation of implementation and effectiveness (campus and/or program level)</u> • <u>Submission of a partial Campus Accountability Report (CAR) which includes backup documentation to support the rate(s) reported for the specified period Mid-year rate and backup documentation of the activities occurring between July 1 and December 31 (campus and/or program level)</u> • <u>Notification of its status to its current and prospective students on its website, internal student communication system, and appropriate admissions forms and reference materials (campus and/or program level)</u> • <u>Submission of a prepared campus closure plan and/or program termination plan that includes an audit of students currently enrolled along with a plan for teach out (campus and/or program level)</u> • <u>Submission of all communication and reporting with the oversight agency on licensure performance (program-level licensure)</u> • <u>Submission of updated licensure information as</u>

Year Reporting	Rates	Campus and/or Program [^] Status**	Council Directed Activities
Current Submission			<p><u>provided by the oversight agency, or a reliable third- party, or as collected and compiled by the campus with supporting back up documentation (program-level licensure)</u></p>
	*	Adverse Action	<ul style="list-style-type: none"> • <u>Implement an ACICS approved Submission of a Campus Closure Application with a teach-out plan and agreements, if applicable (campus-and program level)</u> • <u>Institutional review before the Council Appealable to the Review Board of Appeals (campus and/or program level)</u> • <u>Submission of Submit a Program Termination Application Plan with teach-out or transfer-out agreements for ACICS approval (program level)</u> • <u>Immediate cessation of new enrollment (program level)</u>
Following Year 1	50-59.9%	Show-Cause	<ul style="list-style-type: none"> • <u>Institutional review before the Council</u> • <u>Submission of Submit evidence of a corrective action plan to the Council along with documentation of implementation and effectiveness (campus and/or program level)</u> • <u>Submission of a partial Campus Accountability Report (CAR) which includes backup documentation to support the rate(s) reported for the specified period (campus and/or program level)</u> • <u>Notification of its status to its current and prospective students on its website, internal student communication system, and appropriate admissions forms and reference materials (campus and/or program level)</u> • <u>Submission of a prepared campus closure plan and/or program termination plan that includes an audit of students currently enrolled along with a plan for teach out (campus and/or program level)</u> • <u>Submission of all communication and reporting with the oversight agency on licensure performance (program-level licensure)</u> • <u>Submission of updated licensure information as provided by the oversight agency, or a reliable third- party, or as collected and compiled by the campus with supporting back up documentation (program-level licensure)</u> • <u>Attendance at ACICS's Retention and Placement Workshop (campus level)</u>

Year Reporting	Rates	Campus and/or Program [^] Status**	Council Directed Activities
Following Year 1	Below 459.9%	Adverse Action	<ul style="list-style-type: none"> • Implement an ACICS approved Submission of a Campus Closure Application with a teach-out plan and agreements, if applicable (campus and program level) • Institutional review before the Council <u>Appealable to the Review Board of Appeals (campus and/or program level)</u> • Submission of Submit of a Program Termination Plan Application with teach-out or transfer-out agreements for ACICS approval (program level) • <u>Immediate cessation of new enrollment (program level)</u>
Following Year 2	Below 59.9%	Adverse Action	<ul style="list-style-type: none"> • Implement an ACICS approved Submission of a Campus Closure Application with a teach-out plan and agreements, if applicable (campus and program level) • Institutional review before the Council <u>Appealable to the Review Board of Appeals (campus and/or program level)</u> • Submission of Submit a Program Termination Plan Application with teach-out or transfer-out agreements for ACICS approval (program level) • <u>Immediate cessation of new enrollment (program level)</u>

** If the Council deems an institution or an individual program significantly out of compliance relative to student achievement outcomes with little or no chance of coming into compliance within the maximum time frame, it will take an adverse action. ~~If in the event that the Council finds an institution or an individual program to be out of compliance at a level that, in its judgement, determines that the institution or program can come into compliance can be remedied within a period of time not to exceed the maximum time frames specified in Title II, Chapter 3, Introduction, in a reasonable period of time,~~ it will take action appropriate to the circumstances such as compliance warning or show-cause directive.*

***For any campus institution or program that receives a compliance warning or show-cause directive, the institution must ~~bring itself~~ come into compliance within a period of time not to exceed the maximum time frames specified in Title II, Chapter 3, Introduction (i.e. an institution whose longest program is less than one year in length has a time frame of twelve months to come into compliance).*

[^] A program show-cause directive or compliance warning is not an adverse action and is therefore not appealable. It is issued as an official notification to an institution that a program provided by the institution is out of compliance with agency standards. ~~Following receipt of a program show-cause or compliance warning, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, and Appendix L, or the institution will be subject to adverse action in the form of~~

~~withdrawal of approval for inclusion of the program within the institution's grant of accreditation as described in Section 2-2-503.~~

Description of Student Achievement Review Actions

Immediate Adverse Action: The Council reserves the right to take immediate adverse action if the institution or one of its campuses is significantly out of compliance with the Council standards with little or no chance of coming into compliance within the maximum time frame. An adverse action for an institution campus is a withdrawal by suspension of the institution's accreditation, or withdrawal of inclusion of the branch campus's approval within the accredited status of the institution. An adverse action ~~and~~ for a program is the withdrawal of that program's approval termination of the program, except for teach-out purposes for the currently enrolled students. An institution, in accordance with Section 2-3-403(a), will be allowed the opportunity for a review before the Council hearing prior to the issuance execution of a ~~withdrawal by suspension~~ an adverse action.

Withdrawal by Suspension or Termination of a Program If an institution or one of its campuses does not come into compliance within the time frames specified ~~for by~~ compliance warning or show-cause directive, the Council, ~~then the Council will issue~~ then they will issue a withdrawal by suspension ~~action of the institution's accreditation, or~~ withdrawal of inclusion of the branch campus's approval within the accredited status of the institution. In cases where an immediate adverse action is warranted on a campus, an intent to show-cause will be issued to allow for a review before the Council. ~~The Council will~~ require the campus to submit an ACICS-approved teach-out plan and teach-out agreement, if applicable. If a program does not come into compliance within the time frames specified for compliance warning or show-cause, it will be required to cease enrollment and terminate the program of study.

Withdrawal of Program Approval: If a program does not come into compliance within the time frames specified by the Council, then a withdrawal of program approval will be issued and the institution will be required to immediately cease new enrollments and terminate the program. Due to the limited nature and narrow scope of the withdrawal of program approval, the appeal to the Council may be in writing only and is not appealable to the review board.

Show-Cause: The Council will issue a show-cause directive against any campus or program that is materially below the Council standard, as defined as below 50% for any student achievement indicator in its current submission. The show-cause directive is an action by which the Council determines that the campus and/or program is materially out of compliance and provides the institution an opportunity for a review before the Council concerning the deficiencies identified. The campus must submit evidence to the Council of the corrective actions planned and implemented to improve performance and come into compliance. Further, the campus must prepare a campus closure and/or program termination plan. In addition, the campus and/or program must provide notification of its status to all current and prospective students. If the show-cause directive is as a result of licensure examination pass rate performance, the campus must also provide updated pass rate information and all communication from the oversight agency concerning the monitoring of its performance. As a result of being found out of compliance, the campus

~~and/or program will have one year to bring themselves into compliance with the applicable standard.~~

Compliance Warning: ~~Following the CAR submission if a campus and/or program reports student achievement retention or placement rates or program-level licensure examination pass rates between 50-60%, the Council will issue a compliance warning, and the campus and/or program will be found out of compliance.~~ A campus and/or program on compliance warning is required to evaluate, analyze, and if necessary, revise the Improvement Plan implemented while on student achievement reporting. The Council reserves the right to request the submission of the evaluation and analysis of the Improvement Plan for Council review. The campus will be given the opportunity for a review before the Council to provide evidence of improvement at the campus level. As a result of being found out of compliance, the campus and/or program must come into compliance within a period of time not to exceed the maximum time frames specified in Title II, Chapter 3, Introduction.

Reporting: ~~Following the CAR submission if~~ If a campus and/or program reports student achievement retention or placement rates or program-level licensure examination pass rates between 60-70%, it is considered on student achievement review and reporting. The campus and/or program is required to show improvement and must develop and implement an Improvement Plan that is fully incorporated into the Campus Effectiveness Plan (CEP). The Improvement Plan must identify the factors negatively impacting the student achievement outcome, the specific activities to be implemented or being implemented to address the deficiency, and an analysis of any changes realized since its implementation. include the required elements and This plan will ~~may be reviewed during any on-site evaluation visit. In addition, those campuses must attend an ACICS Retention and/or Placement Workshop.~~

Data Collection and Verification: ACICS standards are applied by the Council to data collected from each main and branch campus through the annual Campus Accountability Report (CAR). The Council reviews campus- and program-level retention and placement rates and program-level licensure examination pass rates where licensure is required for employment in the state where the campus is located. The CAR reporting year is July 1 to June 30, and placement is accepted through November 1 of the CAR reporting year.

Please refer to Campus Accountability Report (CAR) Guidelines and Instructions for details regarding online submission of the annual report, instructions, types of information collected, and calculation formulas.

2-3-403. Procedural Guarantees for Withdrawal by Suspension. In all cases where accreditation is subject to withdrawal by suspension under Section 2-3-402, the institution is afforded the following procedural guarantees:

- (a) Opportunity for a review or hearing before ACICS on all material issues in controversy.
- (b) Written prior notice of the proceedings, the charges levied, and the standards by which the institution/campus ultimately is to be judged
- (c) A decision on the record alone and a statement of reasons for the ultimate decision.

- (d) A right of appeal as provided in Section 2-3-600.
- (e) If the Review Board of Appeals affirms the withdrawal of accreditation by way of suspension, the appeal shall be deemed to be finally disposed of upon issuance of the decision and publication will be made as described in Section 2-3-607.

J. Initiation of Distance Education

Explanation of Proposed Changes

The Council seeks to clarify the language regarding the approval needed to initiate distance education or other new instructional delivery methods. The new language would allow for an institution to directly offer a new online course or program once they have submitted and received approval of a distance education application without having to first have approval of the program residentially.

2-2-106. Initiation of Distance Education (Online) or New Instructional Delivery Method. Any institution that intends to initiate courses or programs delivered through an instructional method not currently included in the institution's scope of accreditation must secure approval from the Council. It is the responsibility of the institution to secure such approval from the Council of the intention to initiate online delivery. Any significant change in instructional delivery method requires prior Council approval.

An institution seeking to initiate a distance education course or program, including hybrid/blended instruction or other new instructional delivery methods, must submit a distance education application and the required documentation for Council review and approval before distance education is included in the institution's current scope of accreditation. The approval of distance education for an institution includes all of its campuses; however, any campus seeking to initiate a new distance education course or program must complete a new program application and the required documentation.

~~The institution or campus must initiate the approval process through the submission of a new program application and required documentation information for Council review and approval before being included into the institution's current scope of accreditation.~~

K. Denial Actions Not Affecting Overall Accreditation

Explanation of Proposed Changes

The Council proposes a revision to the language that clarifies the institution's right to object to other denial actions of requested substantive changes.

2-3-303. ~~Other Denial Actions Not Affecting Overall Accreditation.~~ An institution that objects to a Council decision to deny an application for the addition of a program within the institution's current scope of accreditation ~~for branch-to-freestanding status or new program inclusion will be given the opportunity to present its case to a panel of the Council and to be heard at a subsequent regularly scheduled meeting of the Council. The~~

institution may offer new evidence that will be considered by the Council if timely submitted, or any substantive change addressed in Standard 2-2-101, will be given the opportunity to present its case to the Council.

L. Substantive and Non-Substantive Changes

Explanation of Proposed Changes

The Council proposes to recognize that a 25 percent decrease to a program's clock or credit hours is also a substantive change. The revised wording would include a 25 percent or greater change (to include increase and decrease). In addition, the Council proposes that campuses must notify ACICS of non-substantive changes prior to implementation and notify ACICS when a change has not been implemented within a year.

2-2-101. List of Substantive Changes. The following institutional changes will be considered substantive and require Council approval before they can be included in the institution's scope of accreditation:

...(g) a ~~25% percent~~ percent or greater ~~change increase~~ in the number of clock or credit hours awarded for successful completion of a program as described in Standard 2-2-109;...

It is required that the change will occur within one year of approval. If the institution does not implement the change in this time frame, it shall notify the Council, and reapply for the change if it still seeks implementation. Requests to extend the proposed start date beyond one year of the initial date must be submitted to the Council.

2-2-109. Increasing or Decreasing the Number of Clock or Credit Hours. It is the responsibility of the institution to secure approval from the Council of the intention to initiate an ~~change increase~~ of 25 percent or greater in the number of clock or credit hours awarded for successful completion of a program. If the percentage is less than 25 percent but results in a change in the credential level, the credential level ~~will~~ must be evaluated to be included within the institution's scope of accreditation.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation for Council review and approval before being included into the institution's scope of accreditation. The institution shall notify the Council if it does not implement the changes within one year of approval. Requests to extend the proposed start date beyond one year of the initial date must be submitted to the Council.

2-2-121. Changes to Existing Programs. Changes to existing or currently approved programs fall under (a) extensive changes and (b) non-substantive changes.

(a) *Extensive Changes.* An extensive change to an existing program application process must be initiated and approval received prior to implementation. Failure to do so will result in a compliance warning for offering an unapproved program. The following

- changes will be considered substantive changes to the institution's scope of accreditation and require approval per Section 2-2-100 – Substantive Changes:
- i. a ~~25% percent change increase~~ in the number of clock or credit hours awarded for successful completion of an existing program; and
 - ii. a change from clock hours to credit hours.
- (b) *Non-substantive Changes*. These include minor changes to existing programs which do not substantially alter the scope, objectives and nature of the programs as described in ~~Standard~~ Section 2-2-151.

If the percentage is less than 25 percent but results in a change in the credential level, the credential level must be evaluated to be included within the institution's scope of accreditation.

2-2-151. Non-Substantive Program Changes. Institutions and campuses are required to notify the Council of all non-substantive changes to existing programs. ~~Changes in the program name, clock/contact hours, credits awarded, or program length will be disclosed to the public via the ACICS website prior to implementation.~~ The following non-substantive changes will be acknowledged:

- (a) less than 25% percent change in existing contact hours; credits awarded, curriculum content (courses offered), or program length of a currently approved program within a 12-month period;
- (b) a change in the name of an existing program that does not change the overall objective of the program; and
- (c) a change from semester to quarter credit hours or vice versa.

If the institution applies for acknowledgment of non-substantive program changes prior to implementation but chooses not to implement the changes within one year of approval, it must notify the Council. Requests to extend the proposed start date beyond one year of the initial date must be submitted to the Council.

M. Renewal of Accreditation Application Submission

Explanation of Proposed Changes

The Council proposes to allow campuses to submit all renewal applications and fees three months before the start of the campus's assigned review cycle rather than September 30th prior to the renewal year. Information submitted closer to the visit would give ACICS a more accurate picture of the campus. In addition, Council proposes that once self-study materials are submitted, substantive changes would not be allowed before the visit.

2-1-300 – RENEWAL OF ACCREDITATION

It is the responsibility of the institution to file an application and remit the appropriate fees for a renewal of accreditation three months prior to the start of the assigned review cycle. ~~by September 30th of the year prior to the last year of the grant of accreditation.~~ This also involves submission of the institution's renewal self-study, with supporting documents. Institutions that have not submitted a renewal self-study at least two months prior to the start of the assigned review cycle ~~by December 1st of the year preceding expiration of the~~

~~grant~~, and have not requested and received an appropriate extension or notified the Council of intent to voluntarily withdraw its accreditation, will be subject to late fees and may be issued a show-cause directive-compliance warning. The accreditation previously granted to an institution expires automatically with the passage of time unless extended by an action taken by ACICS. An extension of the previous grant cannot exceed one year, and not more than one extension may be given except for extraordinary circumstances over which the institution has no control.

2-1-301. Application. The process of application for a renewal of accreditation is the same as for initial accreditation except that institutions are not required to undergo another resource visit. One the self-study has been submitted, no substantive changes to the institution shall be allowed until after the campus site visit takes place. Multiple campus institutions that are applying for renewals of accreditation will be required to submit a separate self-study for each branch campus.

N. Advertising – Third Party Services

Explanation of Proposed Changes

The Council proposes to eliminate one element of Appendix C referencing disclosure of third party services for advertising, due to being irrelevant.

Appendix C

ADVERTISING Any advertisement or promotional literature written or provided by an institution through any type of media shall be completely truthful and dignified. The material shall be presented in a manner which avoids leaving any false, misleading, or exaggerated impressions with respect to the institution, its personnel, its courses and services, or the occupational opportunities for its graduates. An English translation for advertising that is in a language other than English must also be available.

...5. An institution shall not use the words “free” and “guarantee” for advertising or marketing purposes in a manner that is misleading to prospective or current students. ~~A disclosure must be made for services which are funded by third parties that are offered at no cost to students.~~

O. Criterion Description – Integrity

Explanation of Proposed Changes

The Council proposes to revise the language for the criterion regarding integrity of an institution to include capability of management since the subsections include the assessment of both the integrity and capability of the institution’s administration.

3-1-202. Institutional Integrity and Capability. The integrity and capability of an institution is manifested by the professional competence, experience, personal

responsibility, and ethical practices demonstrated by all individuals comprising the ownership, control, or management.

P. “Centrally Controlled Institutions” and “Distributed Enterprise”

Explanation of Proposed Changes

The Council proposes to remove all references to “Centrally Controlled Institutions” and “Distributed Enterprises” given that ACICS is no longer pursuing the recognition of this type of entity. The deletion of all references of these terms will provide clarity and consistency related to classifications of institutions.

1-3-200. Classification of Institutions. The Council classifies institutions into ~~three~~ two categories: single campus; and multiple campus; ~~and distributed enterprise.~~ Classification depends upon the number of locations included within the institution and the nature of administrative control over educational activities at the institution.

1-3-203. Centrally Controlled Institution. A centrally controlled institution is an institution that provides educational programs at multiple locations operating within the context of an administrative system. ~~*Implementation of this section of the Criteria and all references to Centrally Controlled Institution is not yet effective. The effective date will be announced as soon as it has been determined by the Council.~~

- (a) ~~The centrally controlled institution must include one main campus with branch campuses and an academic administrative center. The institution must demonstrate its capacity to add and to successfully control educational activities at multiple locations.~~
- (b) ~~The academic administrative center is the primary location of a centralized academic administrative system by which educational activities at a centrally controlled institution are controlled. These educational activities include development and delivery of instructional programs, hiring and evaluation of faculty, establishment and maintenance of facilities, selection and purchasing of instructional equipment and library resources, provision of academic and student support systems, and maintenance of financial stability. The physical address of an academic administrative center may be identical to or separate from that of a main campus. Some administrative activities not directly related to design and delivery of educational programs may be controlled at other locations affiliated with the academic administrative center.~~
- (c) ~~To be classified as a centrally controlled institution, an institution must have~~
 - (i) ~~been accredited for at least ten consecutive years; and~~
 - (ii) ~~a main campus and at least three branch campuses that are currently accredited by ACICS and have been accredited by ACICS for at least the last four years.~~
- (d) ~~To be classified as a centrally controlled institution, an institution must provide satisfactory evidence of a well-established and highly centralized administrative system to ensure and enhance quality at all the campuses of the institution that includes the following:~~
 - (i) ~~clearly identified academic control;~~
 - (ii) ~~regular evaluation of the compliance of all the campuses with Council standards;~~
 - (iii) ~~adequate faculty, facilities, resources, and academic and student support systems;~~
 - (iv) ~~financial stability; and~~

~~(v) —long-range planning, including planning for expansion.~~

~~Compliance of a centrally controlled institution with the *Accreditation Criteria* is evaluated by the Council at the system level and also subsequently at the individual campus level. Accreditation is granted to the institution, with the specific inclusion of the main campus and all branch campuses.~~

Title II Chapter 1

2-1-100 – Accreditation Workshop Requirements

The Council schedules accreditation workshops each year. Applicants for initial or renewals of accreditation are required to attend a workshop. During these workshops, Council representatives will consult with institutional representatives to help them understand and complete the process. Institutional representatives are required to attend an accreditation workshop within 18 months prior to the final submission of the evaluation visit materials, which are due two weeks prior to an on-site visit. For initial applicants, the chief on-site administrators of main campuses and all branch campuses are required to attend. For currently accredited institutions, the chief on-site administrators or the renewal self-study coordinators for single campus institutions and multiple campus institutions, ~~and representatives of centrally controlled institutions~~ are required to attend. ~~Currently accredited centrally controlled institutions are responsible for providing workshop information to the chief on-site administrators and renewal self-study coordinators of all main campuses and branch campuses.~~

2-1-300 – Renewal of Accreditation

2-1-301. *Application.* The process of application for a renewal of accreditation is the same as for initial accreditation except that institutions are not required to undergo another resource visit. Multiple campus institutions that are applying for renewals of accreditation will be required to submit a separate self-study for each branch campus. ~~Institutions classified as centrally controlled institutions may submit a consolidated self-study with an appropriate supplement for each location.~~ The Council will not consider an application for a renewal of accreditation unless all reports are current and all fees are paid. (See Sections 2-1-801 and 2-1-802.)

2-1-400 – Visiting Teams, Selection and Composition

2-1-402. *Composition of Teams.* The size and qualifications of the team are determined at the discretion of the Council based on the type and size of the institution, the type and number of programs being offered, the mode of educational delivery, the location of the campus, student enrollment, credentials offered, and other special circumstances ~~such as visits to centrally controlled academic administrative centers.~~ Full-team on-site evaluation visits will consist of individuals serving as academic, administrative, public, or member representatives as defined in Appendix A, Bylaws.

2-1-500 – Team Functions and Procedures

2-1-503. *Procedures.* Institutions are provided in advance with a checklist of materials and documents that should be current and readily available for review by the team. Prior to the visit, institutions are required to update the self-study where significant changes have occurred since its submission to ACICS. ~~Teams visiting an academic administrative center~~

~~will generate a report that will be shared with teams conducting visits to the individual campuses within the centrally controlled structure.~~

2-1-600 – Post-Visit Procedures

2-1-601. *Opportunity to Respond.* The ACICS office sends a copy of each evaluation team report to the designated representative at the ~~centrally controlled academic administrative center-main campus~~ or to the chief on-site administrator of the respective multiple or single campus institution. These individuals are invited to respond in writing within the specified time frame.

2-1-800 – Maintaining Accreditation

2-1-801. *Annual Accountability Reports.* The Annual Accountability Reports must be submitted on Council forms, comply with Council guidelines, and be certified by the chief executive officer of the institution. Data must be submitted separately on the Campus Accountability Report (CAR) for each main campus and for each branch campus. ~~A centrally controlled institution must also submit a consolidated Institutional Accountability Report (IAR) containing information and data on the institution as a whole.~~ These reports are due on or before November 1st annually. Failure to submit the Annual Accountability Reports in a timely manner will result in the revocation of accreditation.

2-1-802. *Annual Financial Report.* The Annual Financial Report must be submitted on Council forms and be certified by an officer or stockholder of the corporation. Data must be submitted separately for each campus included in a grant of accreditation. ~~A centrally controlled institution must also submit a consolidated report containing data on the institution as a whole.~~ It is due no more than 180 days after the end of the institution's fiscal year. Failure to submit the Annual Financial Report in a timely manner will result in the revocation of accreditation.

2-2-200 – Redesignation of Campuses

2-2-203. *Designation of Centrally Controlled Institution.* ~~An institution may apply for classification as a centrally controlled institution by submitting an application and attachments on forms provided by the Council. Upon review of these materials, an evaluation visit will be conducted at one or more administrative sites and designated campuses to verify the information submitted and assess the eligibility of the institution for this classification. A full report will be submitted to the Council for review and approval.~~

3-1-202. *Institutional Integrity and Capability.* ...

- (a) Emphasis shall be placed upon the efficiency and effectiveness of the overall administration of the institution. Attention shall be given to educational activities, admissions, student financial aid, financial operations, plant and equipment, student services, and compliance with applicable local, state, and federal laws. The degree of institutional compliance with the criteria in these areas is a measure of the administrative capability of the chief on-site administrator of a main campus or branch campus ~~and, for a distributed enterprise, the designated chief administrator of the institution.~~

Glossary

~~**Institution, Distributed Enterprise.** An institution that provides educational programs at multiple locations operating within the context of a well-established and highly centralized administrative system. (See Section 1-3-203.)~~

2. For Information Only

A. Moratorium on Doctoral Programs

At the April 2017 meeting, the Council voted unanimously that, effective April 4, 2017, the moratorium approved by the Council on December 5, 2016, is now permanent and ACICS will no longer accept applications for doctoral programs. All current institutions with existing doctoral programs have until December 31, 2019, to: 1) teach-out their currently enrolled doctoral students in an orderly manner or 2) move from ACICS to another institutional accrediting agency. Further, these institutions will be required to prominently post and distribute notice to current and prospective students to advise them of this course of action, with a credible plan and path to completion for all enrollees going forward. If any of these conditions are not satisfied, the institution will be subject to an adverse action.

B. Automated Withdrawal of Aged Applications

In its continued attempt to ensure that campuses receive a timely review and processing of all applications, ACICS has conducted a comprehensive assessment of all its in-process applications and determined that a large number of applications are still pending, requiring additional information or response from the campus. The Council has concluded that the documents in such applications to be outdated and unusable for consideration.

Therefore, all institutions are advised that any applications submitted prior to May 1, 2016, that have had no activity from the institution within the past year, will be **marked for withdrawal**.

C. Placement Verification Program (PVP) Update

ACICS has recently updated the Placement Verification System to allow campuses to contest placements that ACICS has marked as INVALID. While previously this was done via e-mail, ACICS has now added the capability to contest and upload the supporting documents within the PVP. Please be advised that a placement may only be contested **once** and the decision of the review panel is **final**. The campus can expect to be notified within 30 days following their request. Instruction on contesting the placements can be found on the PVP web site.

D. The Quarterly Accountability Report

The need for more timely, informative, and usable data concerning student achievement outcomes at our accredited institutions continues to receive increased attention as ACICS

works diligently to enhance the focus on continuous improvement for both the institutions and the Council relative to these mission-critical outcomes. To that end, the CAR has undergone revisions to provide more informative and timely feedback at the program-level to enhance data collection processes and monitoring in regards to retention, placement, licensure and, eventually, graduation rates to the benefit of both your schools and your students. A pilot-test for the new CAR process was undertaken by the Institutional Council Members earlier this year. Further benefit of this more frequent self-monitoring and reporting has already been realized with mid-year 2017 CAR submissions required from more than 100 campuses under a student achievement actions that were in a number of cases mitigated with more recent data than that available in last year's CAR..

Beginning with the first quarter of the 2018 reporting period, all campuses will be required to submit a quarterly accountability report. The report will be due four months following the conclusion of the quarter. That is, July – September 2017 (due February 1, 2018); October – December 2017 (due May 1, 2018); January – March 2017 (due August 1, 2018); and April – June 2018 (due November 1, 2018).

E. Annual Meeting – June 21, 2017, from 1pm – 3pm EDST

An invitation will be sent to the membership within 30 days prior to the scheduled meeting.

F. Informational Webinar – Campus Accountability Reporting (CAR) (2017 and quarterly) & the Placement Verification Program (PVP)

ACICS will conduct an informational webinar on **May 25, 2017** concerning this new quarterly reporting process to ensure that all campuses are comfortable with the expectations and that an opportunity for feedback and dialogue is provided. The CAR's interaction with the PVP will also be discussed. An invitation to participate will be forthcoming.

3. Comment Survey – Proposed Criteria Revision

The Council encourages students, faculty, administrators, evaluators, employers, and other interested parties to provide feedback regarding proposed revisions to Council policies and procedures. Comments on the proposed Criteria revisions are due by **Friday, June 30, 2017**. ACICS is collecting all comments from the field on proposed Criteria revisions through an electronic survey. Please find the survey link below:

<https://www.surveymonkey.com/r/ACICS52017>

In preparation for the scheduled AWARE Webinar to discuss these proposed changed and informational procedures, please send your questions to <https://www.surveymonkey.com/r/WEBQA> to ensure that we are able to provide as much guidance as possible.

For any other questions, please contact:

Ms. Karly Zeigler
Manager of Institutional Compliance
kzeigler@acics.org



MEMORANDUM TO THE FIELD

TO: ACICS-Accredited Institutions and Other Interested Parties
FROM Accrediting Council for Independent Colleges and Schools
DATE: September 14, 2017

The Memorandum to the Field contains final criteria and other information for ACICS-Accredited Institutions and Other Interested Parties

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1. Final Criteria Revisions

Following the August 2017 meeting, the Council reviewed and finalized specific areas of the *ACICS Accreditation Criteria* that had been presented to the Council through its routine systematic review process.

The *ACICS Accreditation Criteria* publication has been updated to reflect all final criteria revisions with a publication date of September 14, 2017. To review the updated version of the *Accreditation Criteria*, please visit the ACICS website at: www.acics.org>AboutUs>Publications>Accreditation Criteria.

The following criteria have been accepted by the Council as **final** with the effective date of **August 4, 2017** (new language is underlined deleted language is ~~struck through~~).

A. Intent to Bar/Debarment Appeal

Explanation of Changes

The Council clarified the language surrounding the debarment appeal process to indicate that an individual or entity may elect to appeal only the intent to bar. The revised language also indicates the fees involved for an in-person appeal and clarifies the time frame in which the written notice of intent to appeal must be submitted to the Council office.

2-3-900 – DEBARMENT

... The intent to bar notice will inform the person(s) or entity that they are entitled to present information and materials in writing ~~or in person~~ to appeal the intent to bar at the next scheduled meeting of the Council. The notice will stipulate that if they intend to appeal the intent to bar, the person(s) or entity must inform the Council office in writing within ten business days of receipt of the notice as to whether they will appeal the intent to bar in writing or in person, and an in-person hearing is subject to such fees as contained in the ACICS Schedule of Fees. The Council's decision is final if the person or entity elects not to appeal within ten business days of the Council notification.

A debarment order may be issued by the Council as a result of its consideration of the facts presented in the appeal. The Council's decision is final and will be sent to the person(s) or entity by electronic and certified mail following their appeal before the Council.

~~The Council's decision is final if the person or entity elects not to appeal within ten days of Council notification. The Council's decision is also final following appeal...~~

B. Review Board Members and Expenses of an Appeal

Explanation of Changes

The Council clarified the language regarding the Review Board of Appeals to state that a panel of 3 to 7 persons will be selected from a pool of 15 members of the Review Board of Appeals. The final language also clarifies the remittance of a standard hearing fee.

2-3-600 – REVIEW BOARD APPEAL PROCESS

2-3-602. Appointment of Members. The Review Board of Appeals shall consist of a pool of fifteen (15) persons, all of whom have had experience in accreditation, who are appointed to three-year terms. An appointed person appointed shall not have been a commissioner within one year prior to appointment. The Review Board of Appeals shall consist of at least two (2) academic representatives, two (2) administrative representatives, and three (3) public members, as defined in Appendix A.

A Review Board of Appeals panel of three to seven persons, depending on the scope and complexity of the matter or institution being reviewed, will be designated by the Council from the entire Review Board to hear an appeal from an institution. The Council will also designate one member of the Review Board Panel to serve as chair. The selection and actions of the panel are subject to ACICS conflict of interest policies. A Review Board Panel will consist of at least ~~one (1) public, one (1) administrative, and~~ one (1) academic, one (1) administrative, and one (1) public representative as defined in Appendix A.

2-3-604. Request for Appeal. To exercise its right of appeal, the institution must file a request for a hearing before the Review Board of Appeals and submit the appropriate fee within a time frame determined by the Council, normally not more than 10 business days from date of receipt of notification of the denial or suspension action. The request for a hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the request for a hearing and the appropriate fee, pursuant to the ACICS Schedule of Fees, the Council will notify the institution of procedures to follow in preparing for it.

~~**2-3-608. Expenses of Appeal Hearing.** The institution shall bear the following expenses in connection with the appeal:~~

- ~~(a) travel and subsistence of the Review Board panel members participating in the hearing;~~
- ~~and~~
- ~~(b) cost of the hearing room and transcription.~~

~~An appeals deposit must be made with the Council at the time of the filing of the notice of appeal described in Section 2-3-604. This deposit shall be applied to the expenses listed above, and any excess deposit will be returned to the institution.~~

APPENDIX A BYLAWS

ARTICLE VII

Appeals Process

Section 1 – Review Board of Appeals. A Review Board of Appeals shall be appointed by the Council. The purpose of the Review Board shall be to review, according to pre-established procedures and guidelines, appeals by members of final negative actions by the Council and in each case either to affirm the action of the Council, to remand the case to the Council for further review, or to amend or overturn the action. The Review Board shall consist of a pool of fifteen (15) persons, all of whom have had experience in accreditation. The Review Board shall include at least two (2) academic representatives, two (2) administrative representatives, and three (3) public members, as defined in Article III, Section 1 herein. Review Board panels will consist of a minimum of three (3) members and be comprised of at least ~~one (1) public,~~ one (1) academic, ~~and one (1) administrative,~~ and one (1) public representative. Members shall be appointed to terms of three years, with terms of initial appointees staggered so that one-third of the terms expire each year. A person appointed to the Review Board shall not have been a

commissioner within one year prior to appointment. The President shall convene timely a panel of the Review Board when necessary.

C. Institutional Grant Length

Explanation of Changes

The Council reinstated the determination of grant length at the institutional, rather than at the campus level, given that a branch does not hold an independent accredited status; rather, it is approved within the accredited status of the main campus.

2-1-701. Maximum Length of Grants of Accreditation. The Council determines the grant lengths of each ~~campus~~ institution that is accredited by ACICS. The maximum length of an initial grant of accreditation is three years. If an institution can demonstrate a record of having been in good standing with another institutional accrediting agency recognized by the United States Department of Education, the Council may award an initial grant of up to four years. The maximum length of a renewal grant of accreditation is six years.

~~2-1-702. Grant Lengths of Branch Campuses in Multiple-Campus Institutions.~~ The Council at its discretion may determine that the grant length and/or expiration date for a branch campus will not coincide with the grant length and/or expiration date for the main campus. ~~In the event that the main campus fails to maintain its accreditation status with ACICS, the associated branches and learning sites are ineligible for accreditation by ACICS.~~

D. Unannounced Visit Fees

Explanation of Changes

The Council revised the language so that institutions will be assessed a flat visit fee for unannounced visits. The language also clarifies that failure to pay the fee may result in an adverse action.

2-1-405. ~~Expenses Fees.~~ ~~Visit expenses for all team members, including the ACICS staff member who accompanies the team, shall be paid by the institution. Expenses include an honorarium for members of the team. A fee will be assessed for this visit. Failure to remit payment for the visit fee may result in an adverse action.~~

Appendix B (in Criteria) ~~Expenses~~ Fees

~~A fee will not be assessed for this visit, but each institution will be billed for expenses incurred during the visit. Failure to remit payment for expenses this fee may result in a directive to show cause why the accreditation of the institution should not be withdrawn.~~ an adverse action.

E. Council Hearing and Institutional Review Procedures

Explanation of Changes

The Council clarified the language concerning show-cause directive responses so that “hearing” refers only to in-person appearances before the Council and “institutional review” refers to in-writing responses. Further, the submission of an in-writing response and fee replaces a notification of the institution’s acceptance as confirmation of the understanding of its show-cause status. Clarifications also include revisions to the procedures for when the Council requires a hearing in person.

2-3-230. Show-Cause Directive.

...The issuance of a show-cause directive may be considered the basis for an institutional review hearing, at the discretion of the Council, as defined in Section 2-3-500. A suspension order or denial action may be issued by ACICS as the result of this hearing the Council’s review of the institution’s response, and such action is considered a final action which that may only be appealed to the Review Board of Appeals as described in Section 2-3-600. All institutions that are issued a show-cause directive by the Council will be directed to submit a school closure plan and may be required to submit a teach-out agreement as described in Section 2-2-303 of the *Accreditation Criteria*.

2-3-500 – COUNCIL HEARING-REVIEW OR HEARING PROCEDURES

All institutional reviews~~hearings~~ will be in writing unless the Council exercises its sole discretion to require ~~allow~~ a hearing in person before the Council. The following procedures will govern reviews to be conducted by and hearings to be held before the Council:

- ~~(a)~~ The acceptance of a hearing must be made by a date determined by the Council, which will not be less than 10 days from the date of receipt of the letter of notification of the show-cause directive. The acceptance of a hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the acceptance of a hearing, the Council will notify the institution of the procedures to follow to prepare for the hearing.
- ~~(b)~~ (a) The institution shall have the right to respond with evidence and facts concerning the areas of noncompliance with which it has been charged, to raise all reasonable questions, and to present evidence in opposition to or extenuation of the charges of noncompliance. Such written evidence must be submitted by the date prescribed by the Council unless the institution can show that such information was not available before the submission date and that failure to make a timely submission was outside of the institution’s control.
- ~~(c)~~ (b) In the event that the Council requires a hearing in person, the acceptance of an in-person hearing must be made by a date determined by the Council, which will not be less than ten (10) days from the date of receipt of the letter of notification of show-cause directive. The acceptance of the in-person hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the acceptance of the hearing, the Council will notify the institution of the procedures to follow to prepare for the hearing. In the event that the Council allows a hearing in person, the institution may

~~present only evidence not already considered.~~ The institution may send one or more representatives, including legal or financial counsel, to present its argument in opposition to or extenuation of the Council action. The Council transcribes all such hearings for its records. A copy of the transcript is available to the institution upon request.

2-3-501. Institutional Review or Hearing Format. Institutional reviews conducted by and hearings before the Council resulting from a show-cause directive and involving areas of noncompliance other than or in addition to financial concerns will take place before a panel of commissioners.

A review or hearing panel of at least three commissioners will be designated by the Council to review the written response or hear the presentation of the institution, if applicable. The panel will present its findings and its recommended action to the full Council, which will make the final decision within the time frames specified in Title II, Chapter 3.

2-3-502. Financial Reviews or Hearings. All reviews conducted by or hearings before the Council for financial concerns only will be deliberated or heard by a panel of at least three commissioners, which will include at least one representative of the Financial Review Committee. The panel will present its findings and its recommended action to the full Council, which will make the final decision within the time frames specified in Title II, Chapter 3.

F. Change of Ownership/Control Action

Explanation of Changes

The Council made a minor change to the title of the criterion to accurately reflect the contents of the criterion.

2-3-302. Denial of Renewal of Accreditation or Denial of Reinstatement of Accreditation Following Change of Ownership/Control. An institution that objects to a Council decision to deny an application for a renewal of accreditation or reinstatement of accreditation following a change of ownership or control has the right to appeal the decision to the Review Board of Appeals pursuant to the procedures described in 2-3-604.

G. Institutional Show-Cause and Withdrawal of Approval

Explanation of Changes

The Council clarified language to indicate that a show-cause action may result in the withdrawal of approval of a branch campus or withdrawal of accreditation for the institution. Further the language outlines possible consequential actions taken when an institution does not respond to a show-cause directive.

2-3-230. Show-Cause Directive. Show-cause is a status that the Council may impose on an institution when it determines that the institution or one of the campuses within the institution does not materially operate in accordance with the *Accreditation Criteria*. The Council will provide ~~the institution with~~ a written summary of the areas of noncompliance to the institution, and the institution which will be required to provide evidence of corrective action for review by ACICS. Following receipt of a show-cause directive, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, ~~or the institution will~~ be subject to an adverse action.

The issuance of a show-cause directive may be considered the basis for a hearing, at the discretion of the Council, as defined in Section 2-3-500. A suspension order or denial action may be issued by ACICS as the result of this hearing, and such action is considered a final action which may only be appealed to the Review Board of Appeals as described in Section 2-3-600. All institutions that are issued a show-cause directive by the Council will be directed to submit a school closure plan and may be required to submit a teach-out agreement as described in Section 2-2-303 of the *Accreditation Criteria*.

2-3-231. Result of Show-Cause. The Council will not accept any applications for new programs or new campuses from any institution on show-cause unless ~~the institution receives approval~~ is received in advance to submit such an application.

2-3-400 – ACCREDITATION WITHDRAWN

“Withdrawal of accreditation” differs from “denial of accreditation” in that denial rejects an institution’s application for an initial grant of accreditation or for a renewal of accreditation to take effect upon the expiration of an existing grant of accreditation; withdrawal of accreditation takes away a current grant of accreditation before its expiration. Accreditation may be withdrawn from an institution or inclusion withdrawn from a branch campus through two types of Council action: “revocation of accreditation” or “suspension of accreditation.”

2-3-401. Revocation. Revocation occurs without a hearing for any of the following reasons:

- (a) An institution or campus notifies the Council that it has closed and/or ceased operation.
- (b) An institution or campus fails to submit a written response to a show-cause directive by the indicated due date.
- (c)(b) An institution or campus whose accreditation has been summarily suspended does not challenge the suspension within 10 days of receipt of the suspension notice. (See Section 2-2-301.)
- (d)(e) The institution or campus fails to file an annual report as required by the Council. (See Sections 2-1-801 - 2-1-802.)
- (e)(d) The institution or campus fails to pay its annual fees, application fees, other assessed fees, or evaluation expenses. (See Section 2-1-804.)

A revocation action is not appealable. It requires an institution to start anew and to undergo the entire accreditation process to regain accreditation.

2-3-402. *Suspension.* Suspension of accreditation may occur when, in the judgment of ACICS, an institution or one of the campuses within the institution no longer complies with the criteria.

By way of illustration, ACICS might issue an order of suspension for reasons such as the following:

- (a) The institution or any of its components (a branch or new program, for example), is evaluated as directed by ACICS and is determined not to be in compliance with the criteria.
- (b) Periodic required reports filed by the institution or campus fail to conform to Council reporting requirements.
- (c) The institution or campus makes substantial or significant change, without notice to ACICS, in its operation, structure, governance, ownership, control, location, facilities, or programs of study.
- (d) The institution or campus fails to respond to or cooperate with attempts by the Council to make arrangements for a site evaluation.
- (e) The institution or campus has deviated from the criteria or other directives of ACICS.
- (f) The institution fails to disclose any agreements, options, or other contractual arrangements between the institution and other parties which bear on the management or control of the main campus or its nonmain campuses.

In all cases of suspension, the Council retains discretion to specify whether and under what conditions the institution might apply for an initial grant of accreditation or inclusion of a branch campus.

2-3-403. *Procedural Guarantees for Withdrawal by Suspension.* In all cases where accreditation is subject to withdrawal by suspension under Section 2-3-402, the institution is afforded the following procedural guarantees:

- (a) Opportunity for a review or hearing before ACICS on all material issues in controversy.
- (b) Written prior notice of the proceedings, the charges levied, and the standards by which the institution/campus ultimately is to be judged.
- (c) A decision on the record alone and a statement of reasons for the ultimate decision.
- (d) A right of appeal as provided in Section 2-3-600.
- (e) If the Review Board of Appeals affirms the withdrawal of accreditation by way of suspension, the appeal shall be deemed to be finally disposed of upon issuance of the decision and publication will be made as described in Section 2-3-607.

H. Student Achievement Procedures

Explanation of Changes

The Council clarified language to reflect recent changes in standards and guidelines regarding student achievement, to be consistent with other Council actions, and to provide clarity on its expectations with each action. In addition, two sections of the Criteria have been revised for efficiency and a revision was made to procedural guarantees for withdrawals by suspension.

2-1-809. Student Achievement Review. The Council reviews the Campus Accountability Report (CAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention, placement, and licensure or certification examination pass rates, if applicable. When this review indicates that ~~that~~ the achievement of an institution's students is below benchmark, the Council will take action consistent with the guidelines outlined in Appendix L, Student Achievement Standards and Campus Accountability Reports. ~~place the campus or program on reporting and require the institution to add an Improvement Plan within its Campus Effectiveness Plan (CEP). If the Council determines the institution no longer complies with the Council's requirement for student achievement, the Council will issue a compliance warning or a show-cause directive, or otherwise take action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. If the Council deems an institution significantly out of compliance relative to student achievement outcomes with little or no chance of coming into compliance, then it will take an adverse action. Those with campus or program level plans are subject to additional reporting requirements, and additional restrictions may be imposed upon those that are out of compliance.~~

2-2-502. Program Show-Cause or Compliance Warning. When the Council determines that a program at a campus of the institution has fallen below the compliance standard for retention, placement, or licensure or certification examination pass rates, the institution will be provided in writing with a show-cause directive or compliance warning regarding the alleged deficiency in accordance with the guidelines outlined in Appendix L, Student Achievement Standards and Campus Accountability Reports. ~~The show-cause or compliance warning will note that the program will have to come into compliance by meeting or exceeding the program level standard prior to the expiration of the established time frame or be taught out and discontinued or otherwise conditioned.~~

~~A program show-cause or compliance warning is not a negative or conditioning action and is therefore not appealable. Rather, it is issued as an official notification to an institution that a program provided by the institution is out of compliance with agency standards. Following receipt of a program show-cause or compliance warning, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, and Appendix L, or the institution will be subject to adverse action in the form~~

~~of withdrawal of approval for inclusion of the program within the institution's grant of accreditation as described in Section 2-2-503.~~

~~A program that is placed on show-cause status is required to notify its current and prospective students along with the public immediately and in writing of its show-cause status through appropriate means.~~

Appendix L Student Achievement Standards and Campus Accountability Reports

INTRODUCTION

ACICS defines academic quality in terms of the extent to which an accredited institution achieves its intended student learning and student success outcomes. Student learning outcomes involve assessment of skill and competency attainment, including licensure or certification examination pass rates, where applicable. Student success outcomes include student retention or persistence and employment or placement.

Section 2-1-809 of the *Accreditation Criteria* requires periodic Council review of student achievement data, verified both by the institution as well as by the Council, submitted by the campus in the annual Campus Accountability Report (CAR) as required under Section 2-1-801. Appendix L provides an overview of the Council's student achievement standards and Council actions that will be taken if the student achievement data show that a campus or program is out of compliance with these standards.

STUDENT ACHIEVEMENT EXPECTATIONS

Student achievement standards outlined below apply to retention and placement rates at the campus and program levels, and licensure or certification examination pass rates, where applicable, at the program level. Minimum standards are intended to ensure that a substantial majority of students at ACICS-accredited campuses are retained, pass licensure or certification examinations where applicable, and find appropriate employment.

Campus-Level Student Achievement Elements (Effective 2013 Reporting Year)	Standard	Benchmark*
Retention Rate	60%	70%
Placement Rate	60%	70%
Program-Level Student Achievement Elements (Effective 2013 Reporting Year)	Standard	Benchmark*
Retention Rate		
• Program length equal to or less than one (1) year	60%	70%
• Program length equal to or more than one (1) year	60%	65%
Placement Rate	60%	70%
Licensure <u>or Certification</u> Examination Pass Rates, where applicable**	60%	70%

**A campus and/or program whose rates fall below Benchmark must develop and implement an Improvement Plan.*

*** Standards Licensure examination pass rates apply where a licensure is required for employment—to programs for which licensure or certification is required to practice in the specific career field. The program is also required to meet applicable licensure agency standards if higher rates are required any higher licensure or certification agency standards.*

DATA COLLECTION AND VERIFICATION OF DATA INTEGRITY

As required under Standard 2-1-801, each main campus and each branch campus must submit an annual Campus Accountability Report (CAR). These reports are due on or before November 1 annually. The CAR reporting year is July 1 to June 30. Placement is accepted through November 1 of the CAR reporting year. Based on the student-by-student data submitted by the campus, the Council calculates the various student achievement rates. All data reported to ACICS for any purpose is expected to reflect an accurate and verifiable portrayal of institutional performance and is subject to review for integrity, accuracy, and completeness (see Standard 3-1-203). In addition to the Council review of data on an annual basis, placement information is reviewed via monthly submissions, and all CAR data is subject to review and verification at any time, including during an on-site evaluation visit.

STUDENT ACHIEVEMENT REVIEW AND COUNCIL ACTIONS

The Council reviews student achievement data for each campus on an annual basis and takes appropriate action. The Council reserves the right to take immediate prompt adverse action once a campus and/or program is found out of compliance and will exercise its judgment in applying the guidelines outlined below: ~~The Council will follow the guidelines listed below:~~

Year Reporting	Rates	Campus and/or Program^ Status**	Council Directed Activities
Current Submission	60-69.9%	Reporting	<ul style="list-style-type: none"> • Development and implementation of an Improvement Plan (IP) and inclusion into the Campus Effectiveness Plan (CEP) (<i>campus and/or program level</i>) • Attendance at ACICS’s Retention and Placement Workshop (<i>campus level</i>)
	50-59.9%	Compliance Warning	<ul style="list-style-type: none"> • <u>Institutional review before the Council</u> Development and implementation of an Improvement Plan (IP) and inclusion into the Campus Effectiveness Plan (CEP) (<i>campus and/or program level</i>) • Submission of a partial Campus Accountability

Year Reporting	Rates	Campus and/or Program [^] Status**	Council Directed Activities
			<p><u>Report (CAR) which includes backup documentation to support the rate(s) reported for the specified period Mid-year rate and backup documentation of the activities occurring between July 1 and December 31 (campus and/or program -level)</u></p> <ul style="list-style-type: none"> • <u>Submission of all communication and reporting with the oversight agency on licensure or certification performance (program-level licensure/certification)</u> • <u>Submission of updated licensure/certification information as provided by the oversight agency, or a reliable third-party, or as collected and compiled by the campus with supporting backup documentation (program-level licensure/certification)</u>
	<p>Below 49.9%</p>	<p>Show-Cause</p>	<ul style="list-style-type: none"> • <u>Institutional review before the Council</u> • <u>Submission of Submit evidence of a corrective action plan to the Council along with documentation of implementation and effectiveness (campus and/or program level)</u> • <u>Submission of a partial Campus Accountability Report (CAR) which includes backup documentation to support the rate(s) reported for the specified period Mid-year rate and backup documentation of the activities occurring between July 1 and December 31 (campus and/or program level)</u> • <u>Notification of its status to its current and prospective students on its website, internal student communication system, and appropriate admissions forms and reference materials (campus and/or program level)</u> • <u>Submission of a prepared campus closure plan and/or program termination plan that includes an audit of students currently enrolled along with a plan for teach out (campus and/or program level)</u> • <u>Submission of all communication and reporting with the oversight agency on licensure/certification performance (program-level licensure/certification)</u> • <u>Submission of updated licensure or certification information as provided by the oversight agency, or a reliable third- party, or as collected and compiled by the campus with supporting back up</u>

Year Reporting	Rates	Campus and/or Program [^] Status**	Council Directed Activities
			<p><u>documentation (program-level licensure/certification)</u></p> <ul style="list-style-type: none"> • Implement an ACICS approved <u>Submission of a Campus Closure Application with a tTeach-out pPlan and aAgreements, if applicable (campus and-program level)</u> • <u>Institutional review before the Council</u> Appealable to the Review Board of Appeals (campus and/or program level) • <u>Submission of Submit a Program Termination Application Plan with teach-out or transfer-out agreements for ACICS approval (program level)</u> • <u>Immediate cessation of new enrollment (program level)</u>
Following Year 1	50-59.9%	Adverse Action	<ul style="list-style-type: none"> • <u>Institutional review before the Council</u> • <u>Submission of Submit evidence of a corrective action plan to the Council along with documentation of implementation and effectiveness (campus and/or program level)</u> • <u>Submission of a partial Campus Accountability Report (CAR) which includes backup documentation to support the rate(s) reported for the specified period (campus and/or program level)</u> • <u>Notification of its status to its current and prospective students on its website, internal student communication system, and appropriate admissions forms and reference materials (campus and/or program level)</u> • <u>Submission of a prepared campus closure plan and/or program termination plan that includes an audit of students currently enrolled along with a plan for teach out (campus and/or program level)</u> • <u>Submission of all communication and reporting with the oversight agency on licensure or certification performance (program-level licensure/certification)</u> • <u>Submission of updated licensure or certification information as provided by the oversight agency, or a reliable third- party, or as collected and compiled by the campus with supporting back up documentation (program-level licensure/certification)</u> • Attendance at ACICS's Retention and Placement

Year Reporting	Rates	Campus and/or Program [^] Status**	Council Directed Activities
	Below 459.9%	Adverse Action	<p>Workshop (<i>campus level</i>)</p> <ul style="list-style-type: none"> • Implement an ACICS approved <u>Submission of a Campus Closure Application with a (Teach-out pPlan and aAgreements, if applicable</u> (<i>campus and program level</i>) • <u>Institutional review before the Council Appealable to the Review Board of Appeals</u> (<i>campus and/or program level</i>) • <u>Submission of Submit a Program Termination PlanApplication with teach-out or transfer-out agreements for ACICS approval</u> (<i>program level</i>) • <u>Immediate cessation of new enrollment</u> (<i>program level</i>)
Following Year 2	Below 59.9%	Adverse Action	<ul style="list-style-type: none"> • Implement an ACICS approved <u>Submission of a Campus Closure Application with a (Teach-out pPlan and aAgreements, if applicable</u> (<i>campus and program level</i>) • <u>Institutional review before the Council Appealable to the Review Board of Appeals</u> (<i>campus and/or program level</i>) • <u>Submission of Submit a Program Termination PlanApplication with teach-out or transfer-out agreements for ACICS approval</u> (<i>program level</i>) • <u>Immediate cessation of new enrollment</u> (<i>program level</i>)

* *If the Council deems an institution or an individual program significantly out of compliance relative to student achievement outcomes with little or no chance of coming into compliance within the maximum time frame, it will take an adverse action. In the event that the Council finds an institution or an individual program to be out of compliance at a level that, in its judgement, judges that the institution or program can come into compliance ~~can be remedied~~ within the maximum time frames specified in Title II, Chapter 3, Introduction, in a reasonable period of time, it will take action appropriate to the circumstances, such as compliance warning or show-cause directive.*

** *For any ~~campus~~ institution or program that receives a compliance warning or show-cause directive, the institution must ~~bring itself~~ come into compliance within the time frames specified in Title II, Chapter 3, Introduction (i.e. an institution whose longest program is less than one year in length has a time frame of twelve months to come into compliance).*

[^] A program show-cause directive or compliance warning is not a negative or conditioning action and is therefore not appealable. It is issued as an official

notification to an institution that a program provided by the institution is out of compliance with agency standards.

DESCRIPTION OF STUDENT ACHIEVEMENT REVIEW ACTIONS

Immediate Adverse Action: The Council reserves the right to take immediate adverse action if the institution or one of its campuses is significantly out of compliance with the Council standards with little or no chance of coming into compliance within the maximum time frame. An adverse action for an institution campus is a withdrawal by suspension of the institution's accreditation, or withdrawal of inclusion of the branch campus's approval within the accredited status of the institution. An adverse action and for a program is the withdrawal of that program's approval termination of the program, except for teach-out purposes for the currently enrolled students. An institution, in accordance with Section 2-3-403(a), will be allowed the opportunity for a review before the Council hearing prior to the issuance execution of a withdrawal by suspension an adverse action.

Withdrawal by Suspension or Termination of a Withdrawal of Program Approval: If an institution or one of its campuses does not come into compliance within the time frames specified ~~for by~~ a compliance warning or show-cause directive, then the Council will issue a withdrawal by suspension ~~action of the institution's accreditation, or withdrawal of inclusion of the branch campus's approval within the accredited status of the institution.~~ The Council will require the campus to submit an ACICS-approved teach-out plan and teach-out agreement, if applicable. If a program does not come into compliance within the time frames specified for compliance warning or show-cause, it will be required to cease enrollment and terminate the program of study.

If a program does not come into compliance within the time frames specified by the Council a compliance warning or show-cause directive, then the Council will issue a withdrawal of program approval and the institution will be required to immediately cease new enrollments and terminate the program.

Show-Cause: The Council will issue a show-cause directive ~~against any campus or program that is materially below the Council standard, as defined as below 50% for any student achievement indicator in its current submission.~~ The show-cause directive is an action by which the Council determines that the campus and/or program is materially out of compliance and provides the institution an opportunity for a review before the Council concerning the deficiencies identified. The campus must submit evidence to the Council of the corrective actions planned and implemented to improve performance and come into compliance within one year. Further, the campus must prepare a campus closure and/or program termination plan. In addition, the campus and/or program must provide notification of its status to all current and prospective students. If the show-cause directive is as a result of licensure or certification examination pass rate performance, the campus must also provide updated pass rate information and all communication from the oversight agency concerning the monitoring of its performance. ~~As a result of being~~

~~found out of compliance, the campus and/or program will have one year to bring themselves into compliance with the applicable standard.~~

Compliance Warning: ~~Following the CAR submission if a campus and/or program reports student achievement retention or placement rates or program-level licensure examination pass rates between 50-60%, the Council will issue a compliance warning, and the campus and/or program will be found out of compliance. A campus and/or program on compliance warning is required to evaluate, analyze, and if necessary, revise the Improvement Plan implemented while on student achievement reporting. The Council reserves the right to request the submission of the evaluation and analysis of the Improvement Plan for Council review. The campus will be given the opportunity for a review before the Council to provide evidence of improvement at the campus and/or program levels. As a result of being found out of compliance, the campus and/or program must come into compliance within the time frames specified in Title II, Chapter 3, Introduction.~~

Reporting: ~~Following the CAR submission if~~ If a campus and/or program reports student achievement retention or placement rates or program-level licensure or certification examination pass rates between 60-70%, it is considered on student achievement review and reporting. The campus and/or program is required to show improvement and must develop and implement an Improvement Plan that is fully incorporated into the Campus Effectiveness Plan (CEP). The Improvement Plan must identify the factors negatively impacting the student achievement outcome, the specific activities to be implemented or being implemented to address the deficiency, and an analysis of any changes realized since its implementation. include the required elements and This plan will may be reviewed during any on-site evaluation visit. ~~In addition, those campuses must attend an ACICS Retention and/or Placement Workshop.~~

Data Collection and Verification: ACICS standards are applied by the Council to data collected from each main and branch campus through the annual Campus Accountability Report (CAR). The Council reviews campus- and program-level retention and placement rates and program-level licensure or certification examination pass rates where licensure or certification is required for employment in the state where the campus is located. The CAR reporting year is July 1 to June 30, and placement is accepted through November 1 of the CAR reporting year.

Please refer to Campus Accountability Report (CAR) Guidelines and Instructions for details regarding online submission of the annual report, instructions, types of information collected, and calculation formulas.

I. Substantive and Non-Substantive Changes

Explanation of Changes

The Council included a decrease of 25 percent or more to a program's clock or credit hours to the list of substantive changes. In addition, the language in several criteria was revised to require that institutions notify ACICS of non-substantive changes prior to implementation and notify ACICS when a substantive or non-substantive change has not been implemented within a year.

2-2-101. List of Substantive Changes. The following institutional changes will be considered substantive and require Council approval before they can be included in the institution's scope of accreditation:

...(g) a 25% percent or greater change increase in the number of clock or credit hours awarded for successful completion of a program as described in Standard 2-2-109;...

It is required that the change occur within one year of approval. If the institution does not implement the change in this time frame, it shall notify the Council, and reapply for the change if it still seeks implementation. Requests to extend the proposed start date beyond one year of the initial date must be submitted to the Council.

2-2-109. Increasing or Decreasing the Number of Clock or Credit Hours. It is the responsibility of the institution to secure approval from the Council of the intention to initiate an change increase of 25 percent or greater in the number of clock or credit hours awarded for successful completion of a program. If the percentage is less than 25 percent but results in a change in the credential level, the credential level will be evaluated to be within the institution's scope of accreditation.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation for Council review and approval before being included into the institution's scope of accreditation. The institution shall notify the Council if it does not implement the changes within one year of approval. Requests to extend the proposed start date beyond one year of the initial date must be submitted to the Council.

2-2-121. Changes to Existing Programs. Changes to existing or currently approved programs fall under (a) extensive changes and (b) non-substantive changes.

(a) *Extensive Changes.* An extensive change to an existing program application process must be initiated and approval received prior to implementation. Failure to do so will result in a compliance warning for offering an unapproved program. The following changes will be considered substantive changes to the institution's scope of accreditation and require approval per Section 2-2-100 – Substantive Changes:

- i. a ~~25%~~ percent change ~~increase~~ in the number of clock or credit hours awarded for successful completion of an existing program; and
 - ii. a change from clock hours to credit hours.
- (b) *Non-substantive Changes*. These include minor changes to existing programs which do not substantially alter the scope, objectives and nature of the programs as described in ~~Standard~~ Section 2-2-151.

2-2-151. Non-Substantive Program Changes. Institutions and campuses are required to notify the Council of all non-substantive changes to existing programs ~~Changes in the program name, clock/contact hours, credits awarded, or program length will be disclosed to the public via the ACICS website prior to implementation.~~ The following non-substantive changes will be acknowledged:

- (a) less than ~~25%~~ percent change in existing contact hours; credits awarded, curriculum content (courses offered), or program length of a currently approved program within a 12-month period;
- (b) a change in the name of an existing program that does not change the overall objective of the program; and
- (c) a change from semester to quarter credit hours or vice versa.

If the institution applies for acknowledgment of non-substantive program changes prior to implementation but chooses not to implement the changes within one year of approval, it must notify the Council. Requests to extend the proposed start date beyond one year of the initial date must be submitted to the Council.

J. Renewal of Accreditation Application Submission

Explanation of Changes

The Council revised criteria to allow institutions to submit all renewal applications and fees three months prior to their scheduled visit cycle and to prohibit any significant institutional change between the self-study submission and the visit, to provide for a more accurate review and verification of the self-study.

2-1-300 – RENEWAL OF ACCREDITATION

It is the responsibility of the institution to file an application and remit the appropriate fees for a renewal of accreditation three months prior to the start of the assigned review cycle, by September 30th of the year prior to the last year of the grant of accreditation. This also involves submission of the institution's renewal self-study, with supporting documents. Institutions that have not submitted a renewal self-study at least two months prior to the start of the assigned review cycle by December 1st of the year preceding expiration of the grant, and have not requested and received an appropriate extension or notified the Council of intent to voluntarily withdraw its accreditation, will be subject to late fees and may be issued a show-cause directive-compliance warning. The accreditation previously granted to an institution expires automatically with the passage of time unless extended by an action taken by ACICS. An extension of the previous grant

cannot exceed one year, and not more than one extension may be given except for extraordinary circumstances over which the institution has no control.

2-1-301. Application. The process of application for a renewal of accreditation is the same as for initial accreditation except that institutions are not required to undergo another resource visit. No substantive changes shall be made to the institution once the application has been submitted, leading up to the campus site visit. Multiple-campus institutions that are applying for renewals of accreditation will be required to submit a separate self-study for each branch campus....

K. Advertising – Third-Party Services

Explanation of Changes

The Council revised language in one element of Appendix C regarding disclosure of third-party services.

Appendix C

ADVERTISING Any advertisement or promotional literature written or provided by an institution through any type of media shall be completely truthful and dignified. The material shall be presented in a manner which avoids leaving any false, misleading, or exaggerated impressions with respect to the institution, its personnel, its courses and services, or the occupational opportunities for its graduates. An English translation for advertising that is in a language other than English must also be available.

...5. An institution shall not use the words “free” and “guarantee” for advertising or marketing purposes in a manner that is misleading to prospective or current students. ~~A disclosure must be made for services which are funded by third parties that are offered at no cost to students.~~

L. Integrity

Explanation of Changes

The Council revised the language of criterion 3-1-202 to include capability of management.

3-1-202. Institutional Integrity and Capability. The integrity and capability of an institution is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by all individuals comprising the ownership, control, or management.

M. Classification of “Centrally Controlled Institutions” and “Distributed Enterprise”

Explanation of Changes

The Council revised language within the Criteria to provide consistency of classification regarding institutions/campuses and to remove outdated language.

1-3-200. Classification of Institutions. The Council classifies institutions into ~~three~~ two categories: single-campus; and multiple-campus; and distributed enterprise. Classification depends upon the number of locations included within the institution and the nature of administrative control over educational activities at the institution.

1-3-203. Centrally Controlled Institution. A centrally controlled institution is an institution that provides educational programs at multiple locations operating within the context of an administrative system. ~~*Implementation of this section of the Criteria and all references to Centrally Controlled Institution is not yet effective. The effective date will be announced as soon as it has been determined by the Council.~~

- (a) ~~The centrally controlled institution must include one main campus with branch campuses and an academic administrative center. The institution must demonstrate its capacity to add and to successfully control educational activities at multiple locations.~~
- (b) ~~The academic administrative center is the primary location of a centralized academic administrative system by which educational activities at a centrally controlled institution are controlled. These educational activities include development and delivery of instructional programs, hiring and evaluation of faculty, establishment and maintenance of facilities, selection and purchasing of instructional equipment and library resources, provision of academic and student support systems, and maintenance of financial stability. The physical address of an academic administrative center may be identical to or separate from that of a main campus. Some administrative activities not directly related to design and delivery of educational programs may be controlled at other locations affiliated with the academic administrative center.~~
- (c) ~~To be classified as a centrally controlled institution, an institution must have
 - (i) ~~been accredited for at least ten consecutive years; and~~
 - (ii) ~~a main campus and at least three branch campuses that are currently accredited by ACICS and have been accredited by ACICS for at least the last four years.~~~~
- (d) ~~To be classified as a centrally controlled institution, an institution must provide satisfactory evidence of a well-established and highly centralized administrative system to ensure and enhance quality at all the campuses of the institution that includes the following:
 - (i) ~~clearly identified academic control;~~
 - (ii) ~~regular evaluation of the compliance of all the campuses with Council standards;~~
 - (iii) ~~adequate faculty, facilities, resources, and academic and student support systems;~~
 - (iv) ~~financial stability; and~~~~

~~(v) long range planning, including planning for expansion.~~

~~Compliance of a centrally controlled institution with the *Accreditation Criteria* is evaluated by the Council at the system level and also subsequently at the individual campus level. Accreditation is granted to the institution, with the specific inclusion of the main campus and all branch campuses.~~

Title II Chapter 1

2-1-100 – Accreditation Workshop Requirements

The Council schedules accreditation workshops each year. Applicants for initial or renewals of accreditation are required to attend a workshop. During these workshops, Council representatives will consult with institutional representatives to help them understand and complete the process. Institutional representatives are required to attend an accreditation workshop within 18 months prior to the final submission of the evaluation visit materials, which are due two weeks prior to an on-site visit. For initial applicants, the chief on-site administrators of main campuses and all branch campuses are required to attend. For currently accredited institutions, the chief on-site administrators or the renewal self-study coordinators for single-campus institutions and multiple-campus institutions, ~~and representatives of centrally controlled institutions~~ are required to attend. ~~Currently accredited centrally controlled institutions are responsible for providing workshop information to the chief on-site administrators and renewal self-study coordinators of all main campuses and branch campuses.~~

2-1-300 – RENEWAL OF ACCREDITATION

2-1-301. *Application.* The process of application for a renewal of accreditation is the same as for initial accreditation except that institutions are not required to undergo another resource visit. No substantive changes shall be made to the institution once the application has been submitted, leading up to the campus site visit. Multiple-campus institutions that are applying for renewals of accreditation will be required to submit a separate self-study for each branch campus. ~~Institutions classified as centrally controlled institutions may submit a consolidated self-study with an appropriate supplement for each location.~~ The Council will not consider an application for a renewal of accreditation unless all reports are current and all fees are paid. (See Sections 2-1-801 and 2-1-802.)

2-1-400 – VISITING TEAMS, SELECTION AND COMPOSITION

2-1-402. *Composition of Teams.* The size and qualifications of the team are determined at the discretion of the Council based on the type and size of the institution, the type and number of programs being offered, the mode of educational delivery, the location of the campus, student enrollment, credentials offered, and other special circumstances ~~such as visits to centrally controlled academic administrative centers.~~ Full-team on-site evaluation visits will consist of individuals serving as academic, administrative, public, or member representatives as defined in Appendix A, Bylaws.

2-1-500 – TEAM FUNCTIONS AND PROCEDURES

2-1-503. *Procedures.* Institutions are provided in advance with a checklist of materials and documents that should be current and readily available for review by the team. Prior to the visit, institutions are required to update the self-study where significant changes have occurred since its submission to ACICS. Teams visiting an academic administrative center will generate a report that will be shared with teams conducting visits to the individual campuses ~~within the centrally controlled structure...~~

2-1-600 – POST-VISIT PROCEDURES

2-1-601. *Opportunity to Respond.* The ACICS office sends a copy of each evaluation team report to the designated representative at the ~~centrally controlled academic administrative center main campus~~ or to the chief on-site administrator of the respective multiple- or single-campus institution. These individuals are invited to respond in writing within the specified time frame.

2-1-800 – MAINTAINING ACCREDITATION

2-1-801. *Annual Accountability Reports.* The Annual Accountability Reports must be submitted on Council forms, comply with Council guidelines, and be certified by the chief executive officer of the institution. Data must be submitted separately on the Campus Accountability Report (CAR) for each main campus and for each branch campus. ~~A centrally controlled institution must also submit a consolidated Institutional Accountability Report (IAR) containing information and data on the institution as a whole.~~ These reports are due on or before November 1 annually. Failure to submit the Annual Accountability Reports in a timely manner will result in the revocation of accreditation.

2-1-802. *Annual Financial Report.* The Annual Financial Report must be submitted on Council forms and be certified by an officer or stockholder of the corporation. Data must be submitted separately for each campus included in a grant of accreditation. ~~A centrally controlled institution must also submit a consolidated report containing data on the institution as a whole.~~ It is due no more than 180 days after the end of the institution's fiscal year. Failure to submit the Annual Financial Report in a timely manner will result in the revocation of accreditation.

2-2-200 – REDESIGNATION OF CAMPUSES

2-2-203. *Designation of Centrally Controlled Institution.* An institution may apply for classification as a centrally controlled institution by submitting an application and attachments on forms provided by the Council. Upon review of these materials, an evaluation visit will be conducted at one or more administrative sites and designated campuses to verify the information submitted and assess the eligibility of the institution for this classification. ~~A full report will be submitted to the Council for review and approval.~~

3-1-202. *Institutional Integrity and Capability.* ...

- (a) Emphasis shall be placed upon the efficiency and effectiveness of the overall administration of the institution. Attention shall be given to educational activities, admissions, student financial aid, financial operations, plant and equipment, student services, and compliance with applicable local, state, and federal laws. The degree of institutional compliance with the criteria in these areas is a measure of the administrative capability of the chief on-site administrator of a main campus or branch campus ~~and, for a distributed enterprise, the designated chief administrator of the institution.~~

Glossary

~~**Institution, Distributed Enterprise.** An institution that provides educational programs at multiple locations operating within the context of a well-established and highly centralized administrative system. (See Section 1-3-203.)~~

N. Addition of Scheduled Graduation Date on Enrollment Agreements

Explanation of Changes

*The Council has revised criterion language to provide a mechanism for capturing students' expected graduation dates at the time of enrollment. This is to assist in the tracking of graduate cohorts. In order to allow institutions time to revise their enrollment agreements, this change will be implemented as of **January 1, 2018**.*

3-1-414. Enrollment Agreements. All institutions must use an enrollment agreement for each enrolled student which clearly outlines the financial obligations of both the institution and the student. The agreement must outline all program-related tuition and fees as well as the scheduled month and year of expected graduation, must be signed by the student and the appropriate school representative, and a copy provided to the student.

O. Denial Actions Not Affecting Overall Accreditation

Explanation of Proposed Changes

The Council proposes that institutions may respond to denial actions in writing, including those based on substantive changes.

2-3-303. ~~Other Denial Actions Not Affecting Overall Accreditation.~~ An institution that objects to a Council decision to deny an application for the addition of a program within the institution's current scope of accreditation ~~for branch-to-freestanding status or new program inclusion will be given the opportunity to present its case to a panel of the Council and to be heard at a subsequent regularly scheduled meeting of the Council. The institution may offer new evidence that will be considered by the Council if timely~~

submitted or any substantive change addressed in Section 2-2-101 will be given the opportunity to present its case in writing to the Council.

3. For Information Only

A. Learning Site Time Frame Extension

At the August 2017 meeting, the Council voted to grant a one-year extension to the deadline for institutions with learning sites outside of the five-mile radius requirement to re-designate these locations as branches or seek other alternatives. The new deadline is **December 31, 2018.**

B. Graduation Rates

Based upon an update report from the staff on the policy initiative directed by the Council at its August 2016 meeting, the establishment of a graduation rate standard to supplement ACIC's longstanding retention rate requirement will be finalized at the December 2017 meeting. The revisions to the Campus Accountability Report (CAR) have included the additional data elements necessary to establish "scheduled to graduate" cohorts for every program offered by ACICS accredited institutions, from which a full year's report (July 1, 2016 – June 30, 2017) will be prepared for the Council's review immediately following the October 31, 2017 CAR submission due date. The conclusion of those preparations along with the expected data analysis that will be made available for the Council's review at its December 2017 meeting, will serve to establish a graduation rate standard for all of the various degree and certificate level programs by which ACICS accredited institutions would be held accountable.

C. Bylaws Revisions

The ACICS Board of Directors approved revisions to the bylaws as they relate to Council titles (e.g. Secretary and Vice-Chair), definition of a public member, and Council composition to adapt to our changing number of institutions.

The following revisions were effective February 10, 2017 (new language is underlined deleted language is ~~struck through~~):

ARTICLE II **Board of Directors**

Section 3 – Officers of the Board and Officers of the Council....

- (c) *Secretary.* ~~The President shall serve as the Secretary of the Board.~~ The Secretary shall be a Director and shall be elected by majority vote of the Directors present and voting at a duly constituted meeting of the Board. The Secretary is

responsible for preparing and maintaining custody of the minutes of all meetings of members, the Board, and the Council for the purpose of authenticating the records of the Corporation for each, for giving all notices required in accordance with these Bylaws, for receiving service in legal matters, and for performing all duties customary to the office of Secretary. The Secretary shall have custody of the corporate seal and authority to affix the seal to any instrument requiring it....

ARTICLE III
Council

Section 1 – Composition. The Council shall consist of the elected and appointed commissioners generally representing member institutions; appointed commissioners-at-large, who are unaffiliated with a member institution; and public representatives formerly employed at a public institution. It shall comprise fifteen (15) commissioners, at least five (5) of whom shall be elected by the membership and the balance of whom shall be appointed by the Council, and it shall include at least two academic representatives and at least two administrative representatives. Academic representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research. Administrative representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary institutional or programmatic administration. At least ~~three~~ six of the appointed commissioners shall be public representatives, not to exceed seven. Notwithstanding the foregoing, an elected commissioner may be replaced by an appointed commissioner for the remainder of the elected commissioner's term in the event of a vacancy.

The following revisions were effective August 7, 2017:

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....

ARTICLE II: Board of Directors...

Section 3—Officers of the Board and Officers of the Council...

(b) ~~Chair-eleet~~Vice Chair

ARTICLE III: Council...

Section 3—~~Chair and Chair-eleet~~Vice Chair

ARTICLE II
Board of Directors...

Section 3—Officers of the Board and Officers of the Council. The officers of the Board of Directors shall be: Chair, ~~Chair-eleet~~Vice Chair, Secretary, and Treasurer. The officers of the Council shall be: Chair and ~~Chair-eleet~~Vice Chair.

...

(b) ~~Chair-elect~~Vice Chair. The ~~Chair-elect~~Vice Chair of the Council shall serve also as ~~Chair-elect~~Vice Chair of the Board. The ~~Chair-elect~~Vice Chair assumes responsibilities as delegated by the Board; in the absence of the Chair, shall serve as Chair of the Board and of the Council; serves as Chair of the Nominating Committee; and shall serve as Chair of the Board and Council in the subsequent year....

ARTICLE III Council...

Section 3—Chair and ~~Chair-elect~~Vice Chair. The Chair of the Council shall be the ~~Chair-elect~~Vice Chair from the previous year. The Council shall elect the ~~Chair-elect~~Vice Chair of the Council, who will become Chair in the subsequent year, annually by majority vote of the commissioners present and voting at a duly constituted meeting of the Council....

ARTICLE IV Elections, Terms, Vacancies, Removal, Resignations, and Compensation...

Section 5—Terms. The term of service as a commissioner shall be five years. A person elected or appointed to fill a term of less than two and one-half years is entitled to apply for nomination and election or appointment to a full term. Upon completion of a commissioner's term, the commissioner shall not be eligible to serve another full term through election or appointment until three (3) years have elapsed. However, a commissioner appointment to complete a vacated term, in full or part, is not subject to the three-year (3) waiting period. A commissioner who is elected to the Office of ~~Chair-Elect~~Vice Chair in the final year of that commissioner's term shall have that term extended for one (1) year to allow service as the Chair of the Council to be fulfilled. If nominated, public representatives may serve one additional appointment without the three-year (3) waiting period....

ARTICLE V Committees...

Section 1—Standing Committees of the Council. There shall be the following standing committees of the Council:

- (a) *Nominating Committee.* The Nominating Committee shall be responsible for the screening of nominees and the selection of candidates for election as commissioners. It also shall identify persons qualified to be appointed as commissioners and recommend them to the Council for appointment. The Nominating Committee shall seek to maintain a Council that is generally representative of the types of member institutions.
- (1) *Composition.* The Nominating Committee shall be appointed by the Chair of the Council and shall consist of five (5) members, at least four (4) of whom are current commissioners. Members representing both nondegree and degree granting institutions are encouraged. There shall be two (2) representatives from the Executive Committee of the Board of Directors and one (1) person from

an ACICS-accredited institution who may or may not be a member of the Council. The ~~Chair-elect~~ Vice Chair of the Council and Board automatically serves as the Chair of the Nominating Committee....

Section 2—Standing Committees of the Board of Directors. There shall be the following standing committees of the Board:

- (a) *Executive Committee.* The Executive Committee shall consist of the Chair of the Board of Directors, who shall serve as Chair of the Executive Committee; the ~~Chair-elect~~ Vice Chair of the Board, who shall serve as Chair of the Executive Committee in the absence of the Chair of the Board; the Secretary; the Treasurer; and two additional Directors elected annually by majority vote of the Board. The Executive Committee acts on behalf of the Board and/or Council during the periods between Board and Council meetings....

The following revisions were effective August 23, 2017:

ARTICLE I **General Provisions and Definitions...**

Section 7 – Public Representatives. Representatives of the public are persons who are interested in career education; have knowledge or experience useful to the accreditation process; are willing to contribute opinion, advice, and expertise to the endeavors of ACICS and the Council; and are not (1) employed ~~or formerly employed within the last 3 years~~ by an institution or program that either is accredited by the agency or has applied for accreditation; or (2) associated as members of the governing board, owners, shareholders, consultants or in some other similar capacity with an institution or program that either is accredited by the agency or has applied for accreditation; or (3) a member of any trade association or membership organization related to, affiliated with, or associated with the agency; or (4) a spouse, parent, child, or sibling of an individual identified in paragraph (1), (2), or (3) of this definition....

ARTICLE III **Council**

Section 1 – Composition. The Council shall consist of the elected and appointed commissioners generally representing member institutions; appointed commissioners-at-large, who are unaffiliated with a member institution; and public representatives. It shall be comprised of no less than nine (9) and no more than fifteen (15) ~~comprise fifteen (15)~~ commissioners, at least ~~five (5)~~ thirty (30) percent of whom shall be elected by the membership and the balance of whom shall be appointed by the Council, and it shall include at least two academic representatives and at least two administrative representatives. Academic representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research. Administrative representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary institutional or programmatic administration. At least ~~(6) six~~ forty (40) percent of the appointed commissioners shall be public representatives. Notwithstanding the foregoing, an elected commissioner may be replaced by an appointed commissioner for the remainder of the elected commissioner's term in the event of a vacancy....

ARTICLE V
Committees...

Section 2 – Standing Committees of the Board of Directors. There shall be the following standing committees of the Board:

- (a) *Executive Committee.* The Executive Committee shall consist of the Chair of the Board of Directors, who shall serve as Chair of the Executive Committee; the Vice-Chair of the Board, who shall serve as Chair of the Executive Committee in the absence of the Chair of the Board; the Secretary; the Treasurer; and ~~two~~ additional Directors as the Chair deems necessary, which are elected annually by majority vote of the Board. The Executive Committee acts on behalf of the Board and/or Council during the periods between Board and Council meetings. Accurate minutes of each Executive Committee shall be maintained and shall be provided to the Board of Directors and/or Council at the next subsequent meeting of the Board of Directors or the Council. The Executive Committee's responsibilities shall be: between meetings of the Board and/or Council, act on issues requiring the timely attention of the Board of Council and assume such other duties as the Board of Directors or Council may from time to time delegate to the Executive Committee....

If you have any questions about the memorandum to the field, please contact:

Ms. Karly Zeigler
Manager of Institutional Compliance
Kzeigler@acics.org



MEMORANDUM TO THE FIELD

TO: ACICS-Accredited Institutions and Other Interested Parties
FROM: Accrediting Council for Independent Colleges and Schools
DATE: February 5, 2018
SUBJECT: The Memorandum to the Field containing Other Information for ACICS-Accredited Institutions and Other Interested Parties

Specific areas of the ACICS *Accreditation Criteria* that had been presented to the Council through its routine systematic review process have been finalized and made effective following the August 2017 meeting. The 2018 systematic review process is currently underway, with proposed areas for revision up for review and discussion at the Council's February 2018 Policy Meeting. This review process has facilitated feedback from all key stakeholders including state agencies, third-party experts, institutional representatives, and students.

Consequently, at its December 2017 meeting, there were Criteria changes up for proposed or final review. The following section of the Bylaws has been revised and is detailed here for information only. Additionally, the Council has drafted guidelines on graduation rates for the membership's information and advisement.

Further, additional information and reminders concerning the ACICS Quarterly CAR submission and PVP processes are also provided here for information only.

For Information Only

1. Bylaws Revisions

The ACICS Board of Directors approved revisions to the bylaws as they relate to Council composition to adapt to our changing number of institutions, selection, terms, and vacancies.

The following revisions were effective December 6, 2017 (new language is underlined deleted language is ~~struck through~~):

ARTICLE III Council

Section 1-Composition. The Council shall consist of ~~the elected and appointed~~ generally representing member institutions; ~~appointed~~ generally appointed-commissioners-at-large, ~~who are unaffiliated with a member institution;~~ and public representatives ~~formerly employed at a public institution.~~ It shall be comprised of ~~no less than nine (9) and no more than fifteen (15) commissioners, at least thirty (30) percent of whom shall be elected by the membership and the balance of whom shall be appointed by the Council,~~ and it shall include at least two academic representatives and at least two administrative representatives.

Academic representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research. Administrative representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary institutional or programmatic administration. At least forty (40) percent of the ~~appointed~~ commissioners shall be public representatives, ~~not to exceed seven. Notwithstanding the foregoing, an elected commissioner may be replaced by an appointed commissioner for the remainder of the elected commissioner's term in the event of a vacancy.~~

Section 2—Powers and Duties. Responsibilities of the Council shall be to:

- (a) promulgate standards of accreditation and establish eligibility conditions, policies, and procedures for accreditation;
- (b) take final action on initial grants of accreditation;
- (c) take final action on denial, suspension, and withdrawal motions;
- (d) provide mechanisms for appeals and dispute resolution to ensure due process in resolution of conflicts between members and the Council;
- (e) provide to members appropriate accreditation-related services such as consultation, accreditation process workshops, and training opportunities for evaluators;
- (f) disseminate information on standards, procedures, and activities;
- (g) monitor compliance with the standards;
- (h) receive and act on other applications;
- (i) issue show-cause directives;
- (j) serve as liaison to recognition agencies or bodies;
- (k) issue a list of accredited colleges, schools, and organizations;
- (l) assess and collect fees from members;
- (m) take final action on the strategic plan; and
- (n) exercise other powers and duties incidental to the foregoing.

Section 3—Chair and Vice Chair. The Chair of the Council shall be the Vice Chair from the previous year. The Council shall elect the Vice Chair of the Council, who will become Chair in the subsequent year, annually by majority vote of the commissioners present and voting at a duly constituted meeting of the Council.

ARTICLE IV

Elections, Terms, Vacancies, Removal, Resignations, and Compensation

Section 1—Elections. Elections shall be held annually, in years when elected positions must be filled, for the selection of persons each of whom shall serve as elected commissioners on the Council and the Board. No person shall serve as a member of the Council and not of the Board, nor shall any person other than the President serve as a member of the Board and not of the Council.

Section 2—Eligibility for Election and Voting. Any person employed by a member institution in good standing and meeting other eligibility criteria is eligible to run for Council and Board membership. Each main campus is entitled to one Designated Delegate who is authorized to vote in all elections on behalf of

that member institution as well as in all other matters requiring a vote of the members. Appointment of the Designated Delegate is made by the chief executive officer of the institution by notice in writing to ACICS. ~~Multiple campuses under common ownership may be represented by one designated delegate, who shall be empowered to cast votes on behalf of each main campus. Changes of Designated Delegate shall be made in writing at least fifteen (15) days prior to the date of any scheduled election, which becomes the record date for determining eligibility to vote. Results of elections shall be certified by the Executive Committee.~~

~~Section 3—Voting Procedures.~~ Specific election procedures concerning candidate qualifications, deadlines for registration, and dates and methods of balloting and absentee balloting shall be developed by the Board and may vary from election to election. Electronic voting, properly secured, shall be allowed. The following general procedures shall apply to all voting:

- ~~(a) There shall be no more than two candidates nominated for each elective position by the Nominating Committee;~~
- ~~(b) Nominations by petition for each elective position will be permitted if such petition (i) is received at least 45 days prior to the date of the election, (ii) contains the names and signatures of Designated Delegates representing at least ten percent of the institutions that are members of ACICS, (iii) demonstrates that the petitioner satisfies the eligibility requirements contained in Section 2 of this Article, and (iv) meets any other procedural requirements which may be established by the Board;~~
- ~~(c) Every member, if properly registered and current with financial obligations, shall have the opportunity to vote;~~
- ~~(d) Proxy voting is not permitted in elections;~~
- ~~(e) No more than one person from any institution or group of institutions commonly owned may serve at any one time on the Council;~~
- ~~(f) Voting on behalf of multiple members under common ownership and control by one Designated Delegate may be permitted on membership-wide matters. The multiple members represented by one Designated Delegate must be recorded with the Secretary prior to the vote, and the multiple members represented by a single Designated Delegate shall count toward a quorum;~~
- ~~(g) Only the Designated Delegate of each member is eligible to vote;~~
- ~~(h) Voting shall be by secret ballot, which includes secure electronic balloting;~~
- ~~(i) A majority vote, unless otherwise provided by these Bylaws, shall decide all non-candidate matters; and~~
- ~~(j) A plurality vote shall decide all candidate elections.~~

~~Section 4-1—Assumption of Office.~~ New commissioners shall assume office on January 1 of the calendar year following election or appointment, unless otherwise provided for by the Council. Incumbent commissioners will remain in office until new commissioners are seated.

~~Section 52—Terms.~~ The term of service as a commissioner shall be five years. A person elected or appointed to fill a term of less than two and one-half years is entitled to apply for nomination and election or appointment to a full term. Upon completion of a commissioner's term, the commissioner shall not be eligible to serve another full term through election or appointment until three (3) years have elapsed. However, a commissioner appointment to complete a vacated term, in full or part, is not subject to the three-year (3) waiting period. A commissioner who is elected to the Office of Vice Chair in the final year of that commissioner's term shall have that term extended for one (1) year to allow service as the Chair of the Council to be fulfilled. If nominated, public representatives may serve one additional appointment

without the three-year (3) waiting period.

Section 63–Vacancies. Where a vacancy exists, the Nominating Committee shall review and make recommendations to the Council for its consideration.

Section 74–Resignations. Resignation from service as a commissioner and Director may be voluntarily tendered at any time. The resignation becomes effective upon receipt of written notice by the Chair of the Board and Council or the President. Automatic tendering of resignation is required under the following circumstances or conditions:

- (a) denial, suspension, or revocation of accreditation at the institution with which affiliated;
- (b) cessation or announced cessation of operations at such institution;
- (c) filing for reorganization or bankruptcy by such institution or its parent corporation;
- (d) debarment by the U.S. Department of Education from employment at any institution participating in federal student funding programs;
- (e) indictment for a criminal offense;
- (f) change of control or ownership at the institution with which affiliated;
- (g) failure of such institution to meet its financial obligations to ACICS which results in loss of membership;
- (h) change in employment status (other than internal); and
- ~~(i) change in Designated Delegate status; and~~
- (j) the commissioner is employed by an institution that is deemed to be under sustained and serious scrutiny regarding noncompliance with ACICS standards and requirements.

Not all of the foregoing necessarily will result in acceptance of resignation but must be considered by the Council before service can continue.

Section 85–Removal. A commissioner may also be removed by not less than a two-thirds (2/3) vote of the Council for breach of any code, canon, or tenet of ethics formally adopted pursuant to these Bylaws.

Section 96–Compensation. Commissioners shall serve without compensation. Public representatives shall receive honoraria for service in such amounts as the Board shall fix. Commissioners, as well as members of committees, if so provided in advance, shall be reimbursed for expenses incurred in performance of authorized duties.

2. Graduation Rate Guidelines

The Council, following its analysis of graduation data collected from the 2017 Campus Accountability Report, determined that the data were still preliminary in nature and not reliably sufficient to establish Graduation Rate Standards. However, the Council has determined that the following guidelines are appropriate, based on its review of similar guidelines and research results in the industry, to provide institutions with an initial introduction to the **minimum expectations for graduation rate outcomes.**

Credential	Recommended Minimum Graduation Rate
Certificate/Diploma	50%
Associate's degree	45%
Bachelor's degree	40%
Master's degree	45%

Given that graduation rates is one of the required student achievement outcomes to be evaluated in the campus effectiveness plan (See Section 3-1-111 & Appendix K), the Council will take graduation rates into consideration as it makes accreditation decisions.

3. Placement Verification Program (PVP) Resources

In light of the changes and expectations of the PVP as it impacts the Campus Accountability Report(CAR) and placement outcomes, ACICS has developed a "PVP Resources" section of Member Center to provide all campuses with current information on the program. To access these resources, institutions must log into their accounts and the link will be on the left tool bar.

If you have any questions about the memorandum to the field, please contact:

Ms. Karly Zeigler
Manager of Institutional Compliance
Kzeigler@acics.org

Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-171



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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Press Release: ACICS Announces Hiatus on New Members, Other Reforms to Strengthen Student Protection and Quality Standards

ACICS today announced the first in a series of reforms to strengthen the accrediting organization's effectiveness and its oversight of member institutions. The reforms include a series of quality assurance enhancements to ACICS' accreditation criteria, and an Executive Directive that will temporary halt ACICS from accepting new applications for initial grants of accreditation.

[Read complete press release \(PDF\)](#)

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Case Name: *In the Matter of Accrediting Council for Independent Colleges and Schools*

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-172

Staff Recommendation Of Council Actions:

- Less than 6 points No action
- 6 to 7 points Monitoring status
- 8 to 9 points Institution must justify extensive substantive changes
- 10 or greater points Comprehensive on-site evaluation visit

		SUBSTANTIVE CHANGE (Institutional Level)			
<i>Points Assigned</i>		1	3	5	10
<i>Severity of Change</i>		Minimal	Moderate	Substantial	Significant
INT	Initials (under initial grant)	First year	Second year		
SHOW-CAUSE	Issuance of show-cause directive or placed on probation, suspension or final adverse action taken against any campus within the institution	Within past 2-3 calendar years	Within past calendar year		
MISSION	Change of Mission	Does not impact the intent of the current mission	Changed some but not all primary objectives.	Changed all primary objectives.	Changed primary objectives and within two years of a change in ownership.
CHG in OWNERSHIP	Change in Ownership or Control			Any change of ownership	
OUT-OF-SCOPE	Addition of programs that are out-of-scope	If 1 new area of study included since their last renewal of accreditation	If 2 or more new areas of study included since their last renewal of accreditation		
DEL	Addition of programs representing departure from existing delivery method	<50% of programs delivering via hybrid model	>50% of programs delivering via hybrid model	<50% of programs delivering via 100% online	>50% of program delivering via 100% online
HIGHER CREDENTIAL	Addition of programs at higher credential level	If 1 credential higher than offered during last renewal of accreditation	If 2 or more credentials higher than offered during last renewal of accreditation	If scope expands to doctoral level	
CCHC	Change from clock hours to credit hours	If offering CCHC since last renewal of accreditation			
SCOP	Substantive changes to existing programs	If < 25% of programs are revised 25% or > since last accreditation	If 25% to 50% of programs are revised 25% or > since last accreditation	If 50% to 75% of programs are revised 25% or > since last accreditation	If 75% or > of programs are revised 25% or > since last renewal of accreditation
ACQUISITION	Acquisition of a branch campus	If acquisition affects institutional growth by <50% since last renewal of accreditation			If acquisition affects institutional growth by 50% or > since last renewal of accreditation
BC or LS for TEACH-OUT	Addition of branch campus or learning site for purpose of teach-out	For each branch campus or learning site since last renewal of accreditation			
CONTRACTS	International offerings/contracts with unaccredited entities		For each contract or agreement since last renewal of accreditation		
BC or LS	New branch campus or learning site offering 50% or > of a program	If new branch or learning site increases institutional growth by <25% since last renewal of accreditation	If new branch or learning site increased institutional growth by 25% to 50% since last renewal of accreditation	If new branch or learning site increased institutional growth by 50% to 75% since last renewal of accreditation	If new branch or learning site increases institutional growth by 75% or > since last renewal of accreditation
DIRECT ASSESSMENT	Addition of direct assessment competency-based program			For each program	

2015

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

Filter for
total points
per main

<6 points No action
6 to 7 points Monitoring status
8 to 9 points Institution must justify extensive substantive changes
10 or >points Comprehensive on-site evaluation visit

206

Since last renewal of accreditation year

POINTS	Date of Action:	ACICS ID:	Name (Main):	Grant Expiration Date:	ACICS ID:	Name (Non-Main):	Parent Corporation	Total # of BC	Total # of LS
1	03/20/15	00010096	Pinnacle Career Institute	12/31/2016			Manufacturer's Technical In	0	0
5	09/25/15	00010164	Texas School of Business, Houston, T	12/31/2017			Education Corporation Amer	0	0
3	09/25/15	00010190	EDIC College	12/31/2018	00242406	EDIC College	Renovus Capital Partners, LL	1	0
5	02/20/15	00010219	Everest College, Colorado Springs, CO	12/31/2018			Zenith Education Group, Inc	2	0
5	09/25/15	00010363	Kaplan College Hammond, IN	12/31/2016			Education Corporation Amer	1	0
5	02/20/15	00010564	Everest College, Colorado Springs, CO	12/31/2016			Zenith Education Group, Inc	3	0
5	02/20/15	00010678	Everest College, Tigard, OR	12/31/2017			Zenith Education Group, Inc	3	0
5	02/20/15	00010679	Everest University - North Orlando, C	12/31/2017			Zenith Education Group, Inc	9	2
1	03/20/15	00010730	Santa Barbara Business College	12/31/2016			Santa Barbara Business Coll	1	0
5	02/20/15	00010748	Everest College, Springfield, MO	12/30/2015			Zenith Education Group, Inc	1	0
5	02/20/15	00011101	Everest College, Thornton, CO	12/31/2018			Zenith Education Group, Inc	1	0
5	02/20/15	00011177	Everest Institute, Pembroke Pines, FL	12/31/2017			Zenith Education Group, Inc	0	0
5	09/25/15	00011179	Kaplan Career Institute, Harrisburg, P	12/31/2020			Education Corporation Amer	0	0
5	09/01/15	00011208	Beal College	12/31/2019			Beal College	0	0
5	09/25/15	00011256	Kaplan Career Institute, Pittsburgh, P	12/31/2017			Education Corporation Amer	0	0
5	09/25/15	00011298	Kaplan College, Sacramento, CA	12/31/2017			Education Corporation Amer	4	0
5	02/20/15	00011314	Everest College, Newport News, VA	12/31/2016			Zenith Education Group, Inc	1	0
5	02/20/15	00011315	Everest College, West Valley, UT	12/31/2020			Zenith Education Group, Inc	1	1
5	02/20/15	00011333	Everest College, Wildwood, MO	12/31/2018			Zenith Education Group, Inc	0	0
1	01/16/15	00011980	Stautzenberger College, Maumee				AHED of Chicago	1	2
1	08/21/15	00012804	Valley College	12/31/2019			TPDK Holdings, Inc.	0	1
5	06/19/15	00015728	Bristol University	12/31/2015			Kensington College, Inc.	0	0
1	03/20/15	00015768	Sanford-Brown College	12/31/2020			Career Education Corp	1	0
1	02/20/15	00016231	Art Institute of Phoenix	12/31/2017	00023969	Brown Mackie College-Boise	EDMC	32	16
5	07/16/15	00019459	Brooks Institute	12/31/2016			Green Planet, Inc.	0	0
1	03/20/15	00020699	Santa Barbara Business College	12/31/2017			Santa Barbara Business Coll	3	1
5	09/01/15	00020839	Neumont University	12/31/2017			Neumont Holding Co LLC	0	0
1	03/20/15	00020968	Sanford-Brown College	12/31/2017			Career Education Corp	1	0
1	05/15/15	00023864	Southern States University	12/31/2015	00023862	Southern States University	Tepper Technologies, Inc	1	0
1	05/15/15	00023864	Southern States University	12/31/2015			Tepper Technologies, Inc.	1	0
5	02/20/15	00024720	Everest College - Seattle, Seattle, WA	12/31/2019			Zenith Education Group, Inc	3	0
5	07/30/15	00024765	Community Care College	12/31/2018			Community HigherEd	2	0
1	02/20/15	00024852	Pelton College	12/31/2019			Lawyer's Assistant School of	0	0
5	09/25/15	00024921	California Miramar University	12/31/2016	00149159	California Miramar University	Education Development Cor	1	0
1	07/16/15	00025097	PITC Institute	12/31/2016			Princeton Resource Associat	0	0
1	01/16/15	00035142	Charter College, Vancouver		00024798	Charter College, Oxnard	Prospect Education	5	9
0	09/25/15	00040730	Missouri College	12/31/2019			Weston Educational, Inc.	0	0
1	03/20/15	00048177	San Ignacio College	12/31/2020			Don Ignacio Culinary Arts S	0	1
1	10/16/15	00048177	San Ignacio College	12/31/2020			Don Ignacio Culinary Arts S	0	1
1	08/21/15	00108638	Valley College	12/31/2016			TPDK Holdings, Inc.	1	0
1	03/20/15	00108644	Valley College	12/31/2016	00012804	Valley College	Valley College	1	0
1	03/20/15	00108644	Valley College	12/31/2016			Valley College	0	1
1	08/21/15	00108644	Valley College	12/31/2016			TPDK Holdings, Inc.	0	1
5	09/25/15	00170949	Kaplan Career Institute, Bloomall, P	12/31/2017			Education Corporation Amer	0	0
5	09/25/15	00170992	Kaplan College, Dallas, TX	12/31/2017			Education Corporation Amer	0	0
5	09/25/15	00170998	Kaplan College, El Paso, TX	12/31/2017			Education Corporation Amer	1	0
1	05/15/15	00171004	Kaplan Career Institute	12/31/2017			Education Corporation Amer	0	0
5	09/25/15	00171004	Kaplan Career Institute, Philadelphia,	12/31/2017			Education Corporation Amer	0	0
5	09/25/15	00171010	Kaplan College, San Antonio, TX	12/31/2017			Education Corporation Amer	0	0
5	09/25/15	00171016	Kaplan college, Las Vegas, NV	12/31/2017			Education Corporation Amer	0	0
1	03/20/15	00171031	Kaplan College	12/31/2017	00171052	Kaplan College	Education Corporation Amer	1	0
5	09/25/15	00171031	Kaplan College, N Hollywood, CA	12/31/2017			Education Corporation Amer	0	0
5	09/25/15	00171034	Kaplan College, Nashville, TN	12/31/2017			Education Corporation Amer	1	0
5	09/25/15	00171049	Kaplan College, Vista, CA	12/31/2017			Education Corporation Amer	1	0
5	09/25/15	00173481	Kaplan college, San Diego, CA	12/31/2017			Education Corporation Amer	1	0
5	09/25/15	00173484	Kaplan College, San Antonio, TX	12/31/2017			Education Corporation Amer	3	0
2	03/20/15	00179009	Management Resources College	12/31/2018	00179004	Management Resources College	Management Resources, Inc	1	0
0	03/20/15	00179009	Management Resources College	12/31/2018			Management Resources, Inc	1	0
4	11/20/15	00179009	Management Resources College	12/31/2018	00179004	Management Resources College	Management Resources, Inc	1	0
5	09/25/15	00223659	Kaplan College, Salida, CA	12/31/2017			Education Corporation Amer	1	0
1	09/25/15	00230477	Nobel University	12/31/2018	00240580	Nobel University	Nobel University	1	0
5	09/25/15	00235912	Kaplan College, Dayton, OH	12/31/2017			Education Corporation Amer	0	0
0									
0									
0									
0									

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

Filter for total points per main				Is the Institution on any financial or student achievement reporting?		Show-Cause Directive, Placed on Probation, Suspension or Final Adverse		Initials (under initial grant)	
				Financial	Student Achievement	Minimum 1	Moderate 3	Minimum 1	Moderate 3
POINTS	Date of Action:	ACICS ID:	Name (Main):			Within past 2-5 calendar years	Within past calendar year	If previously accredited prior to ACICS	If not accredited prior to ACICS
206	**Since last renewal of accreditation year*								
1	03/20/15	00010096	Pinnacle Career Institute						
5	09/25/15	00010164	Texas School of Business, Houston, T						
3	09/25/15	00010190	EDIC College						
5	02/20/15	00010219	Everest College, Colorado Springs, C						
5	09/25/15	00010363	Kaplan College Hammond, IN						
5	02/20/15	00010564	Everest College, Colorado Springs, C						
5	02/20/15	00010678	Everest College, Tigard, OR						
5	02/20/15	00010679	Everest University - North Orlando, C						
1	03/20/15	00010730	Santa Barbara Business College						
5	02/20/15	00010748	Everest College, Springfield, MO						
5	02/20/15	00011101	Everest College, Thornton, CO						
5	02/20/15	00011177	Everest Institute, Pembroke Pines, FL						
5	09/25/15	00011179	Kaplan Career Institute, Harrisburg, P						
5	09/01/15	00011208	Beal College						
5	09/25/15	00011256	Kaplan Career Institute, Pittsburgh, P						
5	09/25/15	00011298	Kaplan College, Sacramento, CA						
5	02/20/15	00011314	Everest College, Newport News, VA						
5	02/20/15	00011315	Everest College, West Valley, UT						
5	02/20/15	00011333	Everest College, Wildwood, MO						
1	01/16/15	00011980	Stautzenberger College, Maumee						
1	08/21/15	00012804	Valley College						
5	06/19/15	00015728	Bristol University						
1	03/20/15	00015768	Sanford-Brown College						
1	02/20/15	00016231	Art Institute of Phoenix						
5	07/16/15	00019459	Brooks Institute						
1	03/20/15	00020699	Santa Barbara Business College						
5	09/01/15	00020839	Neumont University						
1	03/20/15	00020968	Sanford-Brown College						
1	05/15/15	00023864	Southern States University						
1	05/15/15	00023864	Southern States University						
5	02/20/15	00024720	Everest College - Seattle, Seattle, WA						
5	07/30/15	00024765	Community Care College						
1	02/20/15	00024852	Peloton College						
5	09/25/15	00024921	California Miramar University						
1	07/16/15	00025097	MTC Institute						
1	01/16/15	00035142	Charter College, Vancouver						
0	09/25/15	00040730	Missouri College						
1	03/20/15	00048177	San Ignacio College						
1	10/16/15	00048177	San Ignacio College						
1	08/21/15	00108638	Valley College						
1	03/20/15	00108644	Valley College						
1	03/20/15	00108644	Valley College						
1	08/21/15	00108644	Valley College						
5	09/25/15	00170949	Kaplan Career Institute, Brommell, P.						
5	09/25/15	00170992	Kaplan College, Dallas, TX						
5	09/25/15	00170998	Kaplan College, El Paso, TX						
1	05/15/15	00171004	Kaplan Career Institute						
5	09/25/15	00171004	Kaplan Career Institute, Philadelphia,						
5	09/25/15	00171010	Kaplan College, San Antonio, TX						
5	09/25/15	00171016	Kaplan college, Las Vegas, NV						
1	03/20/15	00171031	Kaplan College						
5	09/25/15	00171031	Kaplan College, N Hollywood, CA						
5	09/25/15	00171034	Kaplan College, Nashville, TN						
5	09/25/15	00171049	Kaplan College, Vista, CA						
5	09/25/15	00173481	Kaplan college, San Diego, CA						
5	09/25/15	00173484	Kaplan College, San Antonio, TX						
2	03/20/15	00179009	Management Resources College					1	
0	03/20/15	00179009	Management Resources College						
4	11/20/15	00179009	Management Resources College						
5	09/25/15	00223659	Kaplan College, Salida, CA						
1	09/25/15	00230477	Nobel University						
5	09/25/15	00235912	Kaplan College, Dayton, OH						
0									
0									
0									
0									

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

Filter for total points per name				2-2-101(a): Change of Mission			2-2-101(b): Change in Ownership or Control	2-2-101(c): Addition of programs that are out-of-scope	
	206 **Since last renewal of accreditation year**			Minimum	Moderate	Substantial	Substantial	Minimum	Moderate
				1	3	5	5	1	3
POINTS	Date of Action:	ACICS ID:	Name (Main):	Does not impact intent of the current mission	Changed statement & some but not all objectives.	Changed statement and all objectives.	Any COO or COC *	If 1 new area of study *	If 2 or more new areas of study *
1	03/20/15	00010096	Pinnacle Career Institute					1	
5	09/25/15	00010164	Texas School of Business, Houston, TX				5		
3	09/25/15	00010190	EDIC College		3				
5	02/20/15	00010219	Everest College, Colorado Springs, CO				5		
5	09/25/15	00010363	Kaplan College Hammond, IN				5		
5	02/20/15	00010564	Everest College, Colorado Springs, CO				5		
5	02/20/15	00010678	Everest College, Tigard, OR				5		
5	02/20/15	00010679	Everest University - North Orlando, FL				5		
1	03/20/15	00010730	Santa Barbara Business College					1	
5	02/20/15	00010748	Everest College, Springfield, MO				5		
5	02/20/15	00011101	Everest College, Thornton, CO				5		
5	02/20/15	00011177	Everest Institute, Pembroke Pines, FL				5		
5	09/25/15	00011179	Kaplan Career Institute, Harrisburg, PA				5		
5	09/01/15	00011208	Beal College				5		
5	09/25/15	00011256	Kaplan Career Institute, Pittsburgh, PA				5		
5	09/25/15	00011298	Kaplan College, Sacramento, CA				5		
5	02/20/15	00011314	Everest College, Newport News, VA				5		
5	02/20/15	00011315	Everest College, West Valley, UT				5		
5	02/20/15	00011333	Everest College, Wildwood, MO				5		
1	01/16/15	00011980	Stautzenberger College, Maunee					1	
1	08/21/15	00012804	Valley College					1	
5	06/19/15	00015728	Bristol University				5		
1	03/20/15	00015768	Sanford-Brown College					1	
1	02/20/15	00016231	Art Institute of Phoenix					1	
5	07/16/15	00019459	Brooks Institute				5		
1	03/20/15	00020699	Santa Barbara Business College					1	
5	09/01/15	00020839	Neumont University				5		
1	03/20/15	00020968	Sanford-Brown College					1	
1	05/15/15	00023864	Southern States University					1	
1	05/15/15	00023864	Southern States University					1	
5	02/20/15	00024720	Everest College - Seattle, Seattle, WA				5		
5	07/30/15	00024765	Community Care College				5		
1	02/20/15	00024852	Peloton College						
5	09/25/15	00024921	California Miramar University			5			
1	07/16/15	00025097	PTC Institute					1	
1	01/16/15	00035142	Charter College, Vancouver					1	
0	09/25/15	00040730	Missouri College						
1	03/20/15	00048177	San Ignacio College						
1	10/16/15	00048177	San Ignacio College					1	
1	08/21/15	00108638	Valley College					1	
1	03/20/15	00108644	Valley College						
1	03/20/15	00108644	Valley College						
1	08/21/15	00108644	Valley College					1	
5	09/25/15	00170949	Kaplan Career Institute, Brommhall, PA				5		
5	09/25/15	00170992	Kaplan College, Dallas, TX				5		
5	09/25/15	00170998	Kaplan College, El Paso, TX				5		
1	05/15/15	00171004	Kaplan Career Institute					1	
5	09/25/15	00171004	Kaplan Career Institute, Philadelphia, PA				5		
5	09/25/15	00171010	Kaplan College, San Antonio, TX				5		
5	09/25/15	00171016	Kaplan college, Las Vegas, NV				5		
1	03/20/15	00171031	Kaplan College					1	
5	09/25/15	00171031	Kaplan College, N Hollywood, CA				5		
5	09/25/15	00171034	Kaplan College, Nashville, TN				5		
5	09/25/15	00171049	Kaplan College, Vista, CA				5		
5	09/25/15	00173481	Kaplan college, San Diego, CA				5		
5	09/25/15	00173484	Kaplan College, San Antonio, TX				5		
2	03/20/15	00179009	Management Resources College						
0	03/20/15	00179009	Management Resources College						
4	11/20/15	00179009	Management Resources College						
5	09/25/15	00223659	Kaplan College, Salida, CA				5		
1	09/25/15	00230477	Nobel University					1	
5	09/25/15	00235912	Kaplan College, Dayton, OH				5		
0									
0									
0									
0									

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

Filter for total points per main

206

*Since last renewal of accreditation year"

POINTS	Date of Action:	ACICS ID:	Name (Main):	2-2-101(d): Addition of programs representing departure from existing delivery method DE				2-2-101(e): Addition of programs at higher credential level		
				Minimum	Moderate	Substantial	Significant	Minimum	Moderate	Substantial
				1	3	5	10	1	3	5
				<50% of programs via hybrid model	>50% of programs via hybrid model	<50% of programs via 100% online	>50% of program via 100% online	Credential is 1 higher *	Credential is 2 or > higher *	If scope expands to doctoral level
1	03/20/15	00010096	Pinnacle Career Institute							
5	09/25/15	00010164	Texas School of Business, Houston, T							
3	09/25/15	00010190	EDIC College							
5	02/20/15	00010219	Everest College, Colorado Springs, C							
5	09/25/15	00010363	Kaplan College Hammond, IN							
5	02/20/15	00010564	Everest College, Colorado Springs, C							
5	02/20/15	00010678	Everest College, Tigard, OR							
5	02/20/15	00010679	Everest University - North Orlando, C							
1	03/20/15	00010730	Santa Barbara Business College							
5	02/20/15	00010748	Everest College, Springfield, MO							
5	02/20/15	00011101	Everest College, Thornton, CO							
5	02/20/15	00011177	Everest Institute, Pembroke Pines, FL							
5	09/25/15	00011179	Kaplan Career Institute, Harrisburg, P							
5	09/01/15	00011208	Beal College							
5	09/25/15	00011256	Kaplan Career Institute, Pittsburgh, P							
5	09/25/15	00011298	Kaplan College, Sacramento, CA							
5	02/20/15	00011314	Everest College, Newport News, VA							
5	02/20/15	00011315	Everest College, West Valley, UT							
5	02/20/15	00011333	Everest College, Wildwood, MO							
1	01/16/15	00011980	Stautzenberger College, Maumee							
1	08/21/15	00012804	Valley College							
5	06/19/15	00015728	Bristol University							
1	03/20/15	00015768	Sanford-Brown College							
1	02/20/15	00016231	Art Institute of Phoenix							
5	07/16/15	00019459	Brooks Institute							
1	03/20/15	00020699	Santa Barbara Business College							
5	09/01/15	00020839	Neumont University							
1	03/20/15	00020968	Sanford-Brown College							
1	05/15/15	00023864	Southern States University							
1	05/15/15	00023864	Southern States University							
5	02/20/15	00024720	Everest College - Seattle, Seattle, WA							
5	07/30/15	00024765	Community Care College							
1	02/20/15	00024852	Peloton College					1		
5	09/25/15	00024921	California Miramar University							
1	07/16/15	00025097	PITC Institute							
1	01/16/15	00035142	Charter College, Vancouver							
0	09/25/15	00040730	Missouri College							
1	03/20/15	00048177	San Ignacio College					1		
1	10/16/15	00048177	San Ignacio College							
1	08/21/15	00108638	Valley College							
1	03/20/15	00108644	Valley College					1		
1	03/20/15	00108644	Valley College					1		
1	08/21/15	00108644	Valley College							
5	09/25/15	00170949	Kaplan Career Institute, Brommell, P							
5	09/25/15	00170992	Kaplan College, Dallas, TX							
5	09/25/15	00170998	Kaplan College, El Paso, TX							
1	05/15/15	00171004	Kaplan Career Institute							
5	09/25/15	00171004	Kaplan Career Institute, Philadelphia,							
5	09/25/15	00171010	Kaplan College, San Antonio, TX							
5	09/25/15	00171016	Kaplan college, Las Vegas, NV							
1	03/20/15	00171031	Kaplan College							
5	09/25/15	00171031	Kaplan College, N Hollywood, CA							
5	09/25/15	00171034	Kaplan College, Nashville, TN							
5	09/25/15	00171049	Kaplan College, Vista, CA							
5	09/25/15	00173481	Kaplan college, San Diego, CA							
5	09/25/15	00173484	Kaplan College, San Antonio, TX							
2	03/20/15	00179009	Management Resources College					1		
0	03/20/15	00179009	Management Resources College					0		
4	11/20/15	00179009	Management Resources College	1					3	
5	09/25/15	00223659	Kaplan College, Salida, CA							
1	09/25/15	00230477	Nobel University							
5	09/25/15	00235912	Kaplan College, Dayton, OH							
0										
0										
0										
0										

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

Filter for total points per main				2-2-101(f):	2-2-101(g): Substantive changes to existing programs					2-2-101(h): Acquisition of a branch campus	
				Change from clock hrs to credit hrs	Minimum	Moderate	Substantial	Significant	Minimum	Significant	
206	**Since last renewal of accreditation year*			1	1	3	5	10	1	10	
POINTS	Date of Action:	ACICS ID:	Name (Main):	If first CCHC *	If < 25% of programs are revised 25% or > *	If 25% to 50% of programs are revised 25% or > *	If 50% to 75% of programs are revised 25% or > *	If 75% of > of programs are revised 25% or > *	If institutional growth > 0% to 50% *	If institutional growth > 50% or > *	
1	03/20/15	00010096	Pinnacle Career Institute								
5	09/25/15	00010164	Texas School of Business, Houston, T								
3	09/25/15	00010190	EDIC College								
5	02/20/15	00010219	Everest College, Colorado Springs, C								
5	09/25/15	00010363	Kaplan College Hammond, IN								
5	02/20/15	00010564	Everest College, Colorado Springs, C								
5	02/20/15	00010678	Everest College, Tigard, OK								
5	02/20/15	00010679	Everest University - North Orlando, C								
1	03/20/15	00010730	Santa Barbara Business College								
5	02/20/15	00010748	Everest College, Springfield, MO								
5	02/20/15	00011101	Everest College, Thornton, CO								
5	02/20/15	00011177	Everest Institute, Pembroke Pines, FL								
5	09/25/15	00011179	Kaplan Career Institute, Harrisburg, P								
5	09/01/15	00011208	Beal College								
5	09/25/15	00011256	Kaplan Career Institute, Pittsburgh, P								
5	09/25/15	00011298	Kaplan College, Sacramento, CA								
5	02/20/15	00011314	Everest College, Newport News, VA								
5	02/20/15	00011315	Everest College, West Valley, UT								
5	02/20/15	00011333	Everest College, Wildwood, MO								
1	01/16/15	00011980	Stautzenberger College, Maunee								
1	08/21/15	00012804	Valley College								
5	06/19/15	00015728	Bristol University								
1	03/20/15	00015768	Sanford-Brown College								
1	02/20/15	00016231	Art Institute of Phoenix								
5	07/16/15	00019459	Brooks Institute								
1	03/20/15	00020699	Santa Barbara Business College								
5	09/01/15	00020839	Neumont University								
1	03/20/15	00020968	Sanford-Brown College								
1	05/15/15	00023864	Southern States University								
1	05/15/15	00023864	Southern States University								
5	02/20/15	00024720	Everest College - Seattle, Seattle, WA								
5	07/30/15	00024765	Community Care College								
1	02/20/15	00024852	Peabody College								
5	09/25/15	00024921	California Miramar University								
1	07/16/15	00025097	PITC Institute								
1	01/16/15	00035142	Charter College, Vancouver								
0	09/25/15	00040730	Missouri College								
1	03/20/15	00048177	San Ignacio College								
1	10/16/15	00048177	San Ignacio College								
1	08/21/15	00108638	Valley College								
1	03/20/15	00108644	Valley College								
1	03/20/15	00108644	Valley College								
1	08/21/15	00108644	Valley College								
5	09/25/15	00170949	Kaplan Career Institute, Brommell, P								
5	09/25/15	00170992	Kaplan College, Dallas, TX								
5	09/25/15	00170998	Kaplan College, El Paso, TX								
1	05/15/15	00171004	Kaplan Career Institute								
5	09/25/15	00171004	Kaplan Career Institute, Philadelphia,								
5	09/25/15	00171010	Kaplan College, San Antonio, TX								
5	09/25/15	00171016	Kaplan college, Las Vegas, NV								
1	03/20/15	00171031	Kaplan College								
5	09/25/15	00171031	Kaplan College, N Hollywood, CA								
5	09/25/15	00171034	Kaplan College, Nashville, TN								
5	09/25/15	00171049	Kaplan College, Vista, CA								
5	09/25/15	00173481	Kaplan college, San Diego, CA								
5	09/25/15	00173484	Kaplan College, San Antonio, TX								
2	03/20/15	00179009	Management Resources College								
0	03/20/15	00179009	Management Resources College								
4	11/20/15	00179009	Management Resources College								
5	09/25/15	00223659	Kaplan College, Salida, CA								
1	09/25/15	00230477	Nobel University								
5	09/25/15	00235912	Kaplan College, Dayton, OH								
0											
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0											
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APPROVED SUBSTANTIVE CHANGE ACTION REPORT

Filter for total points per main

206

Since last renewal of accreditation year

POINTS	Date of Action	ACICS ID:	Name (Main):	2-2-101(i):	2-2-101(j):	2-2-101(k): New branch campus or learning site offering 50% or > of a program				2-2-101(l): Add DA-CB program
				Addition of BC or LS for purpose of teach-out	Intrn'l offerings or contracts w/unaccredited entities	Minimum	Moderate	Substantial	Significant	Substantial
				1	3	1	3	5	10	5
				For each branch campus or learning site added *	For each contract or agreement *	If institutional growth by <25% *	If institutional growth > 25% to 50% *	If institutional growth > 50% to 75% *	If institutional growth > 75% or > *	For each program
1	03/20/15	00010096	Pinnacle Career Institute							
5	09/25/15	00010164	Texas School of Business, Houston, TX							
3	09/25/15	00010190	EDIC College							
5	02/20/15	00010219	Everest College, Colorado Springs, CO							
5	09/25/15	00010363	Kaplan College Hammond, IN							
5	02/20/15	00010564	Everest College, Colorado Springs, CO							
5	02/20/15	00010678	Everest College, Tigard, OR							
5	02/20/15	00010679	Everest University - North Orlando, FL							
1	03/20/15	00010730	Santa Barbara Business College							
5	02/20/15	00010748	Everest College, Springfield, MO							
5	02/20/15	00011101	Everest College, Thornton, CO							
5	02/20/15	00011177	Everest Institute, Pembroke Pines, FL							
5	09/25/15	00011179	Kaplan Career Institute, Harrisburg, PA							
5	09/01/15	00011208	Beal College							
5	09/25/15	00011256	Kaplan Career Institute, Pittsburgh, PA							
5	09/25/15	00011298	Kaplan College, Sacramento, CA							
5	02/20/15	00011314	Everest College, Newport News, VA							
5	02/20/15	00011315	Everest College, West Valley, UT							
5	02/20/15	00011333	Everest College, Wildwood, MO							
1	01/16/15	00011980	Stautzenberger College, Maumee							
1	08/21/15	00012804	Valley College							
5	06/19/15	00015728	Bristol University							
1	03/20/15	00015768	Sanford-Brown College							
1	02/20/15	00016231	Art Institute of Phoenix							
5	07/16/15	00019459	Brooks Institute							
1	03/20/15	00020699	Santa Barbara Business College							
5	09/01/15	00020839	Neumont University							
1	03/20/15	00020968	Sanford-Brown College							
1	05/15/15	00023864	Southern States University							
1	05/15/15	00023864	Southern States University							
5	02/20/15	00024720	Everest College - Seattle, Seattle, WA							
5	07/30/15	00024765	Community Care College							
1	02/20/15	00024852	Peloton College							
5	09/25/15	00024921	California Miramar University							
1	07/16/15	00025097	PITC Institute							
1	01/16/15	00035142	Charter College, Vancouver							
0	09/25/15	00040730	Missouri College							
1	03/20/15	00048177	San Ignacio College							
1	10/16/15	00048177	San Ignacio College							
1	08/21/15	00108638	Valley College							
1	03/20/15	00108644	Valley College							
1	03/20/15	00108644	Valley College							
1	08/21/15	00108644	Valley College							
5	09/25/15	00170949	Kaplan Career Institute, Brommhall, PA							
5	09/25/15	00170992	Kaplan College, Dallas, TX							
5	09/25/15	00170998	Kaplan College, El Paso, TX							
1	05/15/15	00171004	Kaplan Career Institute							
5	09/25/15	00171004	Kaplan Career Institute, Philadelphia, PA							
5	09/25/15	00171010	Kaplan College, San Antonio, TX							
5	09/25/15	00171016	Kaplan college, Las Vegas, NV							
1	03/20/15	00171031	Kaplan College							
5	09/25/15	00171031	Kaplan College, N Hollywood, CA							
5	09/25/15	00171034	Kaplan College, Nashville, TN							
5	09/25/15	00171049	Kaplan College, Vista, CA							
5	09/25/15	00173481	Kaplan college, San Diego, CA							
5	09/25/15	00173484	Kaplan College, San Antonio, TX							
2	03/20/15	00179009	Management Resources College							
0	03/20/15	00179009	Management Resources College							
4	11/20/15	00179009	Management Resources College							
5	09/25/15	00223659	Kaplan College, Salida, CA							
1	09/25/15	00230477	Nobel University							
5	09/25/15	00235912	Kaplan College, Dayton, OH							
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EDUCATION ENHANCEMENT AND EVALUATION COMMITTEE MINUTES
Tuesday, December 8, 2015
1:00 PM –3:00 PM

Committee Members

Dr. Edward Thomas, Chair
Ms. Linda Blair
Ms. Julie Blake
Ms. Michelle Edwards
Dr. Deborah Jones

Staff Liaisons

Ms. Terron King – Primary Liaison
Ms. Terrasia Harris– Secondary Liaison
Dr. Joseph E. Gurubatham – Vice President Liaison

Other

Commissioner Luis Llerena
Commissioner Jeanne Herrmann
Commissioner-Elect Fardad Fateri
Commissioner-Elect Jay Fund
Commissioner-Elect Adriene Hobdy
Dr. Karen W. Kershenstein (Council for Higher Education Accreditation Observer)
Ms. Jan Chambers
Ms. Susan Greer
Mr. Ian Harazduk
Ms. Terron King
Ms. Cathy Kouko
Ms. Linda Lundberg
Ms. Niana Moore
Ms. Katie Morrison
Ms. Chinita Obi
Ms. Andrea Reid
Ms. Frenika Rivers
Ms. Shaniqua Smith
Mr. Maurice Wadlington
Ms. Perliter Walters-Gilliam
Mr. Derrick Ware
Ms. Karly Ziegler

I. CALL TO ORDER

Chair Thomas called the meeting to order at 1:08 p.m., December 8, 2015.

II. OLD BUSINESS

1. Workshop Report

Reid

Staff Reid provided an update on workshops and webinars held since the August 2015 Council meeting and those scheduled for the remainder of the year.

Overview

Since the August 2015 Council Meeting, ACICS held five workshops. Two of the five workshops were presented at the ACICS office. The remaining three workshops were held in San Diego, CA, Irvine, CA, and Hebron, KY. Enrollments for these workshops and two webinars are listed below:

August 2015 – December 2015

<u>Workshop/Webinar Title</u>	<u>Location</u>	<u>Date</u>	<u>Enrollment</u>
Renewal Accreditation Workshop	ACICS Office	September 2, 2015	40
CEP Workshop	ACICS Office	September 3, 2015	27
Evaluator Webinar	On-Line	September 25, 2015	23
AWARE Webinar	On-Line	October 6, 2015	338
Initial Accreditation Workshop	San Diego, CA	October 6, 2015	48
Hosted Initial Accreditation Workshop	Irvine, CA	October 7, 2015	30
Hosted Renewal Accreditation Workshop	Hebron, KY	October 20, 2015	39

Initial Accreditation Workshop	March 3, 2016	ACICS Office
Renewal Accreditation Workshop	March 4, 2016	ACICS Office
Initial Accreditation Workshop	May 10, 2015	Ft. Worth, TX
Renewal Accreditation Workshop	May 10, 2015	Ft. Worth, TX

Upcoming Workshops

2. Report on Monitoring Extensive Substantive Change

Greer

Staff Greer reported on the status of monitoring extensive substantive changes for institutions and determining whether an institution has undergone extensive changes over time. Staff Greer provided an Approved Substantive Change Action Report detailing the actions taken on institutions based on a points scoring system under the various substantive change categories (**Attachment A**):

<6 points = No action

6 to 7 points = Monitoring Status

8 to 9 points = Institution must justify extensive substantive changes

EEE/12.15

December 8, 2015

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10 or > points = Comprehensive on-site evaluation visit

Within the extensive substantive change monitoring process, ACICS provides a communication to the institution describing the scoring and monitoring of accumulated points based on substantive changes made over time and in certain periods of time. This information is measured from an institution's previous renewal of accreditation year to the current renewal of accreditation year.

The following institutions have a score of 7 points signifying a requirement of monitoring status:

1. Kaplan Career Institute, Philadelphia, PA
2. Kaplan College, North Hollywood, CA

RECOMMENDATION TO FULL COUNCIL: Place Kaplan Career Institute, Philadelphia, PA and Kaplan College, North Hollywood, CA on monitoring status.

3. Community Resources **EEE/12.15/1** Wadlington

SUBJECT: Utilization of Community Resources

STAFF: Mr. Maurice Wadlington

ISSUE: Should campuses demonstrate a pattern of utilizing a variety of community resources as it is defined in the Glossary?

OVERVIEW: Although the Council does not explicitly specify a minimum number of community resources that campuses must use to enrich a program, experience from the field show that there are clear misinterpretations or lack of clarity on the number and nature of what is sufficient and appropriate. This issue was discussed at the February 2015 Policy Meeting at which time the Council directed staff to recommend new revisions for Council consideration. Additionally, the Council raised the question of the alignment of community resources as a component of program planning (Section 3-1-512) and not merely a student experience issue. A portion of the analysis explores this thought further.

CRITERIA: **3-1-512(c): *Program Planning.***

OPTIONS: **OPTION 1 – Final Approval**

Vote to approve the policy presented below and publish it in the *Accreditation Criteria*, effective July 1, 2016:

3-1-512 (c): Resources of the community shall be

~~utilized to enrich the program. The use of community resources shall be varied in each program and shall be utilized to enhance student enrichment and potential career opportunities. (See Glossary definition for Community Resources).~~

Glossary: Community Resources. ~~Individuals, organizations, or businesses that provide information, guidance or support to an institution, such as professional and trade associations, employers, guest speakers, and advisory committees. A variety of individuals, organizations, or businesses that provide information, guidance or support to a specific program of study or career opportunity, such as professional and trade associations, employers, and guest speakers. An advisory committee may be utilized as a community resource provided it is supplemented by other community resources~~

OPTION 2 – Final Approval with Amendments

Vote to approve the policy with amendments shown below and publish it in the *Accreditation Criteria* effective July 1, 2016:

OPTION 3 – New Approach

Recommend a different approach to policy issue as stated below:

OPTION 4 – New Proposed Motion

Recommend a new proposed motion as shown below:

OPTION 5 – Remove Item

Remove from further consideration

RECOMMENDATION: OPTION 1

MOTION: OPTION 1

MOVED: Edwards

SECONDED: Blair

ACTION: Passed

4. Teaching Load for Non-Degree and Occupational Associate's Degree **EEE/12.15/2** Hartman

SUBJECT: Teaching Loads

STAFF: Mr. Chad Hartman

ISSUE: Should the *Criteria* be updated to consistently apply the language which mandates that teaching loads be “reasonable” across all credential levels?

OVERVIEW: Sections 3-2-101 and 3-3-303 place a limit of not more than 32 instructional hours per week for instructors at the non-degree and occupational associate’s degree levels, and allows for no more than one additional subject per term (in excess), provided the instructor is compensated additionally. Moreover, there is a question of whether allowing up to 40 clock hours per week is instructionally sound, given the other obligations of instructors, including lesson planning, grading, etc. This item was discussed at the February 2015 Policy Meeting, where it was suggested that the criterion for teaching loads at the non-degree and occupational associate’s degree levels be changed to state that teaching loads be “reasonable” to be consistent with that of the academic associate’s and bachelor’s degrees.

CRITERIA: 3-2-101 and 3-3-303 *Teaching Load*.

OPTIONS:

OPTION 1 – Final Approval

Vote to approve the policy presented below and publish it in the *Accreditation Criteria*, effective July 1, 2016:

~~3-2-101. Teaching Load. An instructor’s teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.~~

Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

~~3-3-303. Teaching Load. An instructor’s teaching load, including night school, shall not exceed 32 clock hours per week, except that an overload of not more than one subject per term for additional compensation is permitted. Teaching loads may differ when using alternative methods of~~

~~instruction and must be commensurate with the type of delivery method utilized. For purposes of this calculation, assigned courses offered by nontraditional or distance learning modes of instruction are deemed to consist of one clock hour per week for each unit of academic credit awarded.~~

Teaching loads shall be reasonable and shall be justified by factors such as the number of different preparations required; the type and method of instruction; the size of classes; the level of instruction; the qualifications of the instructor; the academic advising, committee membership, and guidance and student organizations assigned; and the other administrative, research, publication, and community relations responsibilities of the instructor.

OPTION 2 – Final Approval with Amendments

Vote to approve the policy with amendments shown below and publish it in the *Accreditation Criteria* effective July 1, 2016:

OPTION 3 – New Approach

Recommend a different approach to policy issue as stated below:

OPTION 4 – New Proposed Motion

Recommend a new proposed motion as shown below:

OPTION 5 – Remove Item

Remove from further consideration

RECOMMENDATION: OPTION 1

MOTION: OPTION 1

MOVED: Edwards

SECONDED: Blake

ACTION: Passed

5. Faculty Assignments – Applied General Education **EEE/12.15/3**

King

SUBJECT: Faculty Assignments - - Applied General Education

STAFF: Ms. Terron King

ISSUE: Should the standard regarding faculty assignments be amended to address requirements for faculty who teach applied general education courses at the certificate/diploma level?

Should the standard regarding faculty assignments be amended to permit faculty to utilize doctoral-level coursework as a qualification to teach applied general education?

OVERVIEW: During the February 2015 Policy Meeting, the Council reviewed comments from the field based on ACICS' Systematic Review of the Accreditation Criteria on Faculty, Library, Instructional Resources and Technology.

Feedback from the September 2015 Memorandum to the Field:

There was a comment from the field indicating that there needed to be language regarding requirements for faculty teaching general education at the nondegree level, as well as applied general education.

CRITERIA: 3-2-104 and 3-3-302 *Assignments*.

OPTIONS:

OPTION 1 – Final Approval

Vote to approve the policy presented below and publish it in the *Accreditation Criteria*, effective July 1, 2016:

3-2-104. Assignments. The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching applied general education and other academic courses.

3-3-302. Assignments.

...

(a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching applied general education. Instructors at a minimum shall have earned 15 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, ~~and/or~~ master's and/or doctoral level coursework in the area of their teaching assignment.

OPTION 2 – Final Approval with Amendments

Vote to approve the policy with amendments shown below and publish it in the *Accreditation Criteria*, effective July 1, 2016:

3-2-104. Assignments. The requirements for full- and part-time faculty members teaching in the referenced subject areas are as follows:

- (a) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching applied general education and other academic courses. Instructors teaching general education shall hold a minimum of a master's degree. Instructors shall have a minimum of 18 semester or equivalent hours of coursework in their teaching discipline. At internationally based institutions, transcripts in languages other than English for general education instructors must be translated into English.

3-3-302. Assignments.

...

- (b) A bachelor's degree and appropriate coursework in the assigned subject are required for faculty members teaching applied general education. Instructors at a minimum shall have earned 15 semester or equivalent hours of coursework through a combination of hours from associate's, bachelor's, ~~and/or~~ master's and/or doctoral level coursework in the area of their teaching assignment.

OPTION 3 – New Approach

Recommend a different approach to policy issue as stated below:

OPTION 4 – New Proposed Motion

Recommend a new proposed motion as shown below:

OPTION 5 – Remove Item

Remove from further consideration

RECOMMENDATION: OPTION 2

MOTION: OPTION 2

MOVED: Blair

SECONDED: Blake

ACTION: Passed

6. Faculty Assignments at the Doctoral Level **EEE/12.15/4**

Gurubatham

SUBJECT: Editorial revisions to *Criteria* Section 3-7-502 to strengthen and clarify the content of faculty assignments at the doctoral level.

STAFF: Dr. Joseph E. Gurubatham

ISSUE: Strengthen the required qualifications for faculty in doctoral degree programs, clarify terminal degrees and professional certification requirements, and strengthen the research and publication requirement.

OVERVIEW: In connection with seeking an expansion of scope with the Department of Education as well as with CHEA, there is a need for ACICS to strengthen and clarify our standard on doctoral program faculty qualifications. In 2011, the Department of Education analyst indicated that our policy on faculty qualifications, as published, seemed to indicate that a terminal degree alone was sufficient to teach at the doctoral level, and that professional certification (where required for practice) was less important.

Proposed revisions were sent to the Executive Committee of the Council for discussion and action. The final draft, as voted by the Executive Committee, was published in the September 2015 Memo to the Field.

Recommendations from the field included the following:

1. Clearly indicate that the doctoral or terminal degree must be related to the course taught.
2. Allow some flexibility for the publication in professional journals so that highly qualified part-time faculty members are not disqualified for failure to publish in professional journals.

CRITERIA: **3-7-502. Assignments**

OPTIONS:

OPTION 1 – Final Approval

Vote to approve the policy presented below and publish it in the *Accreditation Criteria*, effective January 1, 2016:

~~**3-7-502. Assignments.** Faculty shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the enrollment. All doctorate program faculty should have appropriate graduate and terminal degrees. All courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage faculty members to engage in practical or scholarly research and to publish in professional journals.~~

~~The principal faculty members must possess doctoral/terminal professional degrees from accredited institutions. These individuals also must demonstrate expertise in the field of study taught and possess applicable experience in participating in a doctorate degree program.~~

All doctoral degree courses are to be taught by faculty possessing doctoral or terminal professional degrees from accredited institutions. These individuals also must demonstrate expertise in the field of study taught, possess applicable professional experience for participating in a doctoral degree program and maintain current professional certification in their discipline

Faculty shall be assigned in terms of their major and minor areas of academic preparation, related professional experience, and appropriate required professional certification to practice in the field. Professional certification alone, without a doctoral or terminal degree, is inadequate. The size of the faculty shall be appropriate for the enrollment in the program. The institution must require faculty members to engage in practical or scholarly research and to publish in professional journals.

OPTION 2 – Final Approval with Amendments

Vote to approve the policy with amendments (in bold) shown below and publish it in the *Accreditation Criteria*, effective January 1, 2016:

~~**3-7-502. Assignments.** Faculty shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the enrollment. All doctorate program faculty should have appropriate graduate and terminal degrees. All courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage faculty members to engage in practical or scholarly research and to publish in professional journals.~~

~~The principal faculty members must possess doctoral/terminal professional degrees from accredited institutions. These individuals also must demonstrate expertise in the field of study taught and possess applicable experience in participating in a doctorate degree program.~~

All doctoral degree courses **shall** be taught by faculty possessing doctoral or terminal professional degrees, **related to the courses taught**, from accredited institutions. These individuals also must demonstrate expertise in the field of study taught, possess applicable professional experience for participating in a doctoral degree program and maintain current professional certification in their discipline, where applicable.

Faculty shall be assigned in terms of their major and minor areas of academic preparation, related professional experience, and appropriate required professional certification to practice in the field. The size of the faculty shall be appropriate for the enrollment in the program. The institution shall demonstrate that faculty members are engaged in practical or scholarly research and are encouraged to publish in professional journals.

OPTION 3 – New Approach

Recommend a different approach to policy issue as stated below:

OPTION 4 – New Proposed Motion

Recommend a new proposed motion as shown below:

OPTION 5 – Remove Item

Remove from further consideration

RECOMMENDATION: OPTION 2

MOTION: To support OPTION 4 of recommending a new proposed motion as shown below including the wording “accredited or government-recognized international institutions” in addition to other amendments as previously proposed under OPTION 2:

OPTION 4 – Final Approval with Amendments

Vote to approve the policy with amendments (in bold) shown below and publish it in the *Accreditation Criteria*, effective January 1, 2016:

~~3-7-502. Assignments. Faculty shall be assigned in terms of their major and minor areas of academic preparation and related experience. The size of the faculty shall be appropriate for the enrollment. All doctorate program faculty should have appropriate graduate and terminal degrees. All courses are to be taught by faculty possessing terminal degrees. Professional certification is not a substitute for a terminal degree. The institution also should encourage faculty members to engage in practical or scholarly research and to publish in professional journals.~~

~~The principal faculty members must possess doctoral/terminal professional degrees from accredited institutions. These individuals also must demonstrate expertise in the field of study taught and possess applicable experience in participating in a doctorate degree program.~~

All doctoral degree courses shall be taught by faculty possessing doctoral or terminal professional degrees, related to the courses taught, from accredited or government-recognized international institutions. These individuals also must demonstrate expertise in the field of study taught, possess applicable professional experience for participating in a doctoral degree program and maintain current professional certification in their discipline, where applicable.

Faculty shall be assigned in terms of their major and minor areas of academic preparation, related professional experience, and appropriate required professional certification to practice in the field. The size of the faculty shall be appropriate for the enrollment in the program. The institution shall demonstrate that faculty members are engaged in practical or scholarly research and are encouraged to publish in professional journals.

MOVED: Blake
SECONDED: Edwards
ACTION: Passed

7. Definitions of Lecture and Laboratory EEE/12.15/5 King

SUBJECT: Definitions of Lecture and Laboratory

STAFF: Ms. Terron King

ISSUE: Should the Glossary definitions of Lecture and Laboratory be amended to address changes made to teaching procedures and methodology, especially in the online learning environment?

OVERVIEW: During the February 2015 Policy Meeting, the Council reviewed comments from the field based on ACICS' Systematic Review of the Accreditation Criteria on Faculty, Library, Instructional Resources and Technology.

CRITERIA: Glossary of Definitions- Lecture and Laboratory

OPTIONS:
OPTION 1 – Final Approval

Vote to approve the policy presented below and publish it in the *Accreditation Criteria*, effective July 1, 2016:

Lecture. A learning environment setting, ~~usually a classroom~~, where a teacher instructs students in the theory, principles, or history of an academic or vocational subject. To maximally benefit from such instruction, a student is assumed to have done outside preparation. Two hours of preparation for each hour of ~~lecture~~ instruction are generally assumed.

Laboratory. A learning environment setting, ~~usually with equipment~~, where students apply knowledge or instruction ~~acquired in another setting~~, ~~usually a class lecture or outside reading~~, to enhance skills and solve problems. Normally, two hours of work in a laboratory environment, under the supervision of an instructor, ~~setting with an instructor present~~ has the credit equivalency of one hour of classroom lecture.

OPTION 2 – Final Approval with Amendments

Vote to approve the policy with amendments shown below and publish it in the *Accreditation Criteria*, effective July 1, 2016:

OPTION 3 – New Approach

Recommend a different approach to policy issue as stated below

OPTION 4 – New Proposed Motion

Recommend a new proposed motion as shown below:

OPTION 5 – Remove Item

Remove from further consideration

RECOMMENDATION: OPTION 1

MOTION: OPTION 1

MOVED: Edwards

SECONDED: Blake

ACTION: Passed

8. Definition of In-Service Training **EEE/12.15/6**

King

SUBJECT: In-Service Training

STAFF: Ms. Terron King

ISSUE: Should the Glossary definition of In-Service Training be amended to remove the reference to the most “common” in-service activity?

OVERVIEW: During the February 2015 Policy Meeting, the Council reviewed comments from the field based on ACICS’ Systematic Review of the Accreditation Criteria on Faculty, Library, Instructional Resources and Technology.

CRITERIA: **Glossary of Definitions- In-Service Training**

OPTIONS:

OPTION 1 – Final Approval

Vote to approve the policy presented below and publish it in the *Accreditation Criteria*, effective July 1, 2016:

In-Service Training. Special planned and systematic experiences sponsored by an institution and related to curriculum and instruction that affect the majority of the faculty in a collective fashion. In-service education has as its major goal the updating of teachers in (1) subject matter, (2) curriculum concepts, (3) new theories and techniques of instruction, and (4) new educational media. ~~The most common activity is a lecture by an outside speaker on a subject related to curriculum, the institution, or a societal issue.~~

OPTION 2 – Final Approval with Amendments

Vote to approve the policy with amendments shown below and publish it in the *Accreditation Criteria* effective July 1, 2016:

OPTION 3 – New Approach

Recommend a different approach to policy issue as stated below:

OPTION 4 – New Proposed Motion

Recommend a new proposed motion as shown below:

OPTION 5 – Remove Item

Remove from further consideration

RECOMMENDATION: OPTION 1

MOTION: OPTION 1

MOVED: Blake
SECONDED: Edwards
ACTION: Passed

9. Admission and Recruitment Standards EEE/12.15/7 Harazduk

SUBJECT: Admissions and Recruitment Monitoring

STAFF: Mr. Ian Harazduk

ISSUE: Should ACICS revise Section 3-1-410 to clarify that institution's may never recruit students through unethical means or through efforts that are subject to public criticism or to admit ill-prepared applicants?

OVERVIEW: Section 3-1-410 now implies that institutions may delegate the activities of recruiting students "through means that are unethical or subject to public criticism or to admit ill-prepared applicants" as long as these individuals are supervised by the institution.

CRITERIA: **3-1-410 – Admissions and Recruitment**

OPTIONS:

OPTION 1 – Final Approval

Vote to approve the policy presented below and publish it in the *Accreditation Criteria*, effective July 1, 2016:

It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.

The ~~ultimate responsibility for the~~ monitoring of the activities of an institution's employees, vendors, contractors, or agents in the referral, recruiting, evaluation, and admissions processes is the responsibility of ~~always remains with~~ the institution. The activities of these individuals must be supervised by the institution. An institution may not ~~delegate without supervision~~ these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants. The institution may not contract, directly or indirectly, with third parties who are generally unfamiliar with the institution. "Non-employees" are independent contractors who are not considered "employees" under the Internal Revenue Code.

Institutions participating in Title IV programs must be aware of regulations imposed by the U.S. Department of Education as they apply to recruiting practices.

OPTION 2 – Final Approval with Amendments

Vote to approve the policy with amendments shown below and publish it in the *Accreditation Criteria* effective July 1, 2016:

OPTION 3 – New Approach

Recommend a different approach to policy issue as stated below:

OPTION 4 – New Proposed Motion

Recommend a new proposed motion as shown below:

OPTION 5 – Remove Item

Remove from further consideration

RECOMMENDATION: OPTION 1

MOTION: OPTION 1

MOVED: Blake

SECONDED: Blair

ACTION: Passed

10. Branch and Learning Site Procedures **EEE/12.15/8**

Greer

SUBJECT: Modification of current language in the Criteria related to the approval of branch campuses and learning sites to be compatible with current ACICS procedures.

STAFF: Ms. Susan Greer

ISSUE: Section 2-2-110 includes reference to procedures which are not compatible with substantive change procedures. Removal of reference to “final inclusion” is required to clarify that approval is final with the Council’s decision to expand an institution’s scope of accreditation.

OVERVIEW: During August, 2015 Council agreed with making editorial revisions in the Criteria that were not compatible with current procedures and requested staff

to present to the revisions to the Executive Committee for review and a decision. The Executive Committee voted to accept the revisions as proposed and the changes were published in the September, 2015 Memo to the Field. Responses from the Memo to the Field were to accept the proposed changes as written.

CRITERIA: **2-2-110. *Evaluation, Approval and Monitoring of Substantive Change Activity***

OPTIONS:

OPTION 1 – Final Approval

Vote to approve the policy presented below and publish it in the *Accreditation Criteria*, effective January 1, 2016:

2-2-110. *Evaluation, Approval and Monitoring of Substantive Change Activity.* All activity for which approval is sought will be evaluated by ACICS before approval is granted. Following is a description of those evaluations.

(a) *Branch Campus.* Initial inclusion of a branch campus within the scope of the accreditation of the institution may be granted by the President upon receipt of all required information. An institution proposing the initiation of a new location must follow the procedures as outlined by the Council and disclosed on its website. A new location must receive initial inclusion before advertising, recruiting, or enrolling students at the proposed location. The Council reserves the right to require a preliminary visit to any potential branch campus prior to the granting of initial inclusion.

A branch campus that is granted initial inclusion by the President will be required to undergo a verification visit within six months after the initial class start date. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

A decision regarding the final inclusion of a branch campus will be made by the Council in full session following a visit by an evaluation team. Prior to the final inclusion visit, the chief on-site administrator of the location will be required to attend an Accreditation Workshop and to submit additional documentation as outlined and disclosed on the ACICS Web site. The evaluation will normally be scheduled for twelve to eighteen months after the initial class start date and will be conducted by a team of evaluators determined by the size of the institution, the type and number of programs being offered, and other special circumstances. Identification of significant deficiencies during

~~the verification or final inclusion visits can result in an immediate show-cause directive to the institution.~~

Only after a determination of acceptability, either at the initial or final inclusion level, and notification to the institution of the decision, may the institution consider ~~an~~ a branch campus to be included within the scope of the institution's grant of accreditation. If approval is withheld, the withholding may be treated as a deferral or a denial, based on circumstances, and the institution may exercise its due process rights as outlined in Title II, Chapter 3.

- (b) *Learning Site*. The President is authorized to evaluate and approve additions to a main or branch campuses that are apart from the primary location of that campus. Educational activities at a learning site are eligible to be evaluated for inclusion within the scope of the accreditation of the managing campus provided that the learning site has been established to meet a specific educational need or condition and is authorized by the appropriate governmental education authority, if applicable.

The managing campus proposing the initiation of a learning site must submit a Learning Site Application. The managing campus must assure the Council that the educational activities at the learning site complement the overall objectives of the institution. Based on its review of the application materials, ACICS may (1) grant final inclusion of the learning site or (2) deny the application.

A learning site that is granted final inclusion by the President will be required to undergo a verification visit within six months after the initial class start date if 50% or more of a program will be offered at the site. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

All additions to the campuses of an institution are evaluated during an institution's regular evaluation for a renewal of accreditation.

OPTION 2 – Final Approval with Amendments

Vote to approve the policy with amendments shown below and publish it in the *Accreditation Criteria*, effective January 1, 2016:

OPTION 3 – New Approach

Recommend a different approach to policy issue as stated below:

OPTION 4 – New Proposed Motion

Recommend a new proposed motion as shown below:

OPTION 5 – Remove Item

Remove from further consideration

RECOMMENDATION: OPTION 1

MOTION: OPTION 1

MOVED: Blair

SECONDED: Blake

ACTION: Passed

11. Equivalency of Non-US Transcripts and Credentials **EEE/12.15/9**

Walters-Gilliam

SUBJECT: Reconsideration of AACRAO for Transcript Evaluation

STAFF: Ms. Perliter Walters-Gilliam

ISSUE: Should ACICS reconsider the American Association of Collegiate Registrars and Admissions Officers (AACRAO) as an acceptable agency for the evaluation of transcripts from international institutions?

OVERVIEW: At its April 2007 meeting, the EEE committee approved the removal of AACRAO from the language because, at that time, there was an understanding that AACRAO was a member of NACES. Hence, if the *Criteria* required foreign transcripts to be evaluated by a member of NACES, then redundancy would be eliminated, the Council would not be promoting AACRAO, and institutions who invested a considerable amount of money having transcripts evaluated by AACRAO would not be forced to have them evaluated again.

However, AACRAO's International Education Services division is **not** a member of NACES. While the decision at that meeting exempted institutions from getting AACRAO-evaluated credentials reevaluated; in practice, this has not been the case.

Given the history of the situation, and the credibility of AACRAO, the Council, at its February 2015 Policy Meeting, made the decision to reconsider AACRAO as another acceptable evaluation bodies.

In addition to the general consensus from the field to approve the change, staff also noted that the library staff criteria also include the translation language and should therefore be considered in the final change.

CRITERIA: **3-1-541. Faculty Preparation.**
3-4-401, 3-5-401, 3-6-701, and 3-7-701. Staff (Library)

OPTIONS: **OPTION 1 – Final Approval**

Vote to approve the policy presented below and publish it in the *Accreditation Criteria*, effective July 1, 2016:

3-1-541. Faculty Preparation. ...

...Credentials of faculty who are graduates from institutions outside the United States must be evaluated by a member of the Association of International Credentials Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials awarded by institutions in the United States.

... by a member of the Association of International Credentials Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or the National Association of Credential Evaluations Services (NACES) to determine the equivalency of the credentials awarded by institutions in the United States. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English.

3-4-401. Staff. ...

...If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE) , the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. The professionally trained individual must participate in documented professional growth activities.

3-5-401. Staff...

...If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the

Association of International Credentials Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English.

3-6-701. Staff. ...

...If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English.

3-7-701. Staff...

...If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English.

OPTION 2 – Final Approval with Amendments

Vote to approve the policy with amendments shown below and publish it in the *Accreditation Criteria* effective July 1, 2016:

OPTION 3 – New Approach

Recommend a different approach to policy issue as stated below:

OPTION 4 – New Proposed Motion

Recommend a new proposed motion as shown below:

OPTION 5 – Remove Item

Remove from further consideration

RECOMMENDATION: OPTION 1

MOTION: OPTION 1

MOVED: Jones

SECONDED: Blair

ACTION: Passed

III. NEW BUSINESS

- None

IV. ADJOURNMENT

Commissioner Blair motioned for adjournment which was seconded by Commissioner Jones. The Committee session adjourned at 2:33 p.m.

Attachment A: Approved Substantive Change Action Report

2016

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

Filter for total points per main

219

Since last renewal of accreditation year

<6 points No action
 6 to 7 points Monitoring status
 8 to 9 points Institution must justify extensive substantive changes
 10 or >points Comprehensive on-site evaluation visit

POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Changed	Date of Action	ACICS ID	Name (Main)	Grant Expiration Date	ACICS ID	Name (Non-Main)	Parent Corporation	Institutional Structure	
											(Excluding current request) Total # of BC	(Excluding current request) Total # of LS
1				03/20/15	00010896	Pinnacle Career Institute	12/31/2016			Manufacturer's Technical Institutes, Inc.	0	0
5				09/25/15	00010164	Texas School of Business, Houston, TX	12/31/2017			Education Corporation America	0	0
3				09/25/15	00010190	EDIC College	12/31/2018	00242406	EDIC College	Renovus Capita Partners, LLP	1	0
5				02/20/15	00010219	Everest College, Colorado Springs, CO	12/31/2018			Zenith Education Group, Inc.	2	0
5				09/25/15	00010163	Kaplan College Hammond, IN	12/31/2016			Education Corporation America	1	0
5				02/20/15	00010564	Everest College, Colorado Springs, CO	12/31/2016			Zenith Education Group, Inc.	3	0
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL	12/31/2019	00043594	Virginia College, Richmond, VA	Education Corporation America	32	2
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL	12/31/2019	00019670	Virginia College, Mobile, AL	Education Corporation America	32	2
5				02/26/15	00010678	Everest College, Tigard, OR	12/31/2017			Zenith Education Group, Inc.	3	0
5				02/20/15	00010679	Everest University North Orlando, Orlando, FL	12/31/2017			Zenith Education Group, Inc.	9	2
1				03/20/15	00010730	Santa Barbara Business College	12/31/2016			Santa Barbara Business College	1	0
5				02/20/15	00010748	Everest College, Springfield, MO	12/31/2015			Zenith Education Group, Inc.	1	0
5				02/20/15	00011101	Everest College, Thornton, CO	12/31/2018			Zenith Education Group, Inc.	1	0
5				02/20/15	00011177	Everest Institute, Pembroke Pines, FL	12/31/2017			Zenith Education Group, Inc.	0	0
5				09/25/15	00011179	Kaplan Career Institute, Harrisburg, PA	12/31/2020			Education Corporation America	0	0
5				09/01/15	00011208	Beal College	12/31/2019			Beal College	0	0
5				09/25/15	00011256	Kaplan Career Institute, Pittsburgh, PA	12/31/2017			Education Corporation America	0	0
5				09/25/15	00011298	Kaplan College, Sacramento, CA	12/31/2017			Education Corporation America	4	6
1	8/20/2008			12/29/15	00011503	Ridley-Lowell Business & Technical Institute	12/31/2016			Ridley-Lowell School of Business, Inc.	2	1
0	8/20/2008			12/29/15	00011503	Ridley-Lowell Business & Technical Institute	12/31/2016	00033448	Ridley-Lowell Business & Technical Institute	Ridley-Lowell School of Business, Inc.	2	1
5				02/20/15	00011314	Everest College, Newport News, VA	12/31/2016			Zenith Education Group, Inc.	1	0
5				02/20/15	00011315	Everest College, West Valley, UT	12/31/2020			Zenith Education Group, Inc.	1	1
5				02/20/15	00011333	Everest College, Wildwood, MO	12/31/2018			Zenith Education Group, Inc.	0	0
1				01/16/15	00011980	Stautzenberger College, Musumee				AHEB of Chicago	1	2
1				08/21/15	00012804	Valley College	12/31/2019			TPDK Holdings, Inc.	0	1
5				06/19/15	00015728	Bristol University	12/31/2015			Kensington College, Inc.	0	0
1				03/20/15	00015768	Sanford-Brown College	12/31/2020			Career Education Corp	1	0
1				02/20/15	00016231	Art Institute of Phoenix	12/31/2017	00021969	Brown Mackie College-Boise	EDMC	32	16
5				07/16/15	00019459	Brooks Institute	12/31/2016			Green Planet, Inc.	0	0
1				03/20/15	00020699	Santa Barbara Business College	12/31/2017			Santa Barbara Business College	1	1
5				09/01/15	00020839	Newmont University	12/31/2017			Newmont Holding Co LLC	0	0
1				03/20/15	00020968	Sanford-Brown College	12/31/2017			Career Education Corp	1	0
1	4/12/2013			12/29/15	00022447	Pinchot University	12/31/2017			Bainbridge Graduate Institute	0	0
1				03/18/16	00022465	Jose Maria Vargas University, Pembroke Pines, FL	12/31/2019			Jose Marie Vargas University, LLC	0	0
1				05/15/15	00023864	Southern States University	12/31/2015	00023862	Southern States University	Tepper Technologies, Inc.	1	0
1				05/15/15	00023864	Southern States University	12/31/2015			Tepper Technologies, Inc.	1	0
5				02/20/15	00024720	Everest College - Seattle, Seattle, WA	12/31/2019			Zenith Education Group, Inc.	3	0
5				07/30/15	00024765	Community Care College	12/31/2018			Community Highfield	2	0
1				02/20/15	00024852	Peloton College	12/31/2019			Lawyer's Assistant School of Dalls	0	0
5				09/25/15	00024921	California Miramar University	12/31/2016	00149159	California Miramar University	Education Development Corporation	1	0
1				07/16/15	00025097	PITC Institute	12/31/2016			Princeton Resource Associates, Inc.	0	0
1				01/16/15	00025142	Charter College, Vancouver		00024798	Charter College, Oxnard	Prospect Education	5	9
1		Deferred/ Campus withdrew request		02/19/16	00025142	Charter College, Vancouver, WA	12/31/2018			Prospect Education	9	4
1		Deferred		03/18/16	00025142	Charter College, Vancouver, WA	12/31/2018			Prospect Education	9	4
0				09/25/15	00040730	Misouri College	12/31/2019			Weston Educational, Inc.	0	0
1	8/7/2015			03/20/15	00048177	San Ignacio College	12/31/2020			Don Ignacio Culinary Arts School	0	1
1	8/7/2015			10/16/15	00048177	San Ignacio College	12/31/2020			Don Ignacio Culinary Arts School	0	1
3	8/7/2015			12/29/15	00048177	San Ignacio College	12/31/2020			Don Ignacio Culinary Arts School, Inc.	0	1
2	12/7/2012			12/29/15	00060173	Bay Area Medical Academy	12/31/2015	00060173	Bay Area Medical Academy	Bay Area Medical Academy, Inc.	0	2
2	8/9/2013	Deferred		11/21/14	00060614	Unilatina International College	12/31/2016			Unilatina Corp	0	0
3		Deferred		01/15/16	00060614	Unilatina International College	12/31/2016			Unilatina Corp	0	0
2	12/12/2014			03/18/16	00073849	EMSTA College, Santee, CA	12/31/2017			EMSTA, Inc.	0	0
1				08/21/15	00108638	Valley College	12/31/2016			TPDK Holdings, Inc.	1	0
1				07/20/15	00108644	Valley College	12/31/2016	00012804	Valley College	Valley College	1	0
1				07/20/15	00108644	Valley College	12/31/2016			Valley College	0	1
1				08/21/15	00108644	Valley College	12/31/2016			TPDK Holdings, Inc.	0	1
5				09/25/15	00170949	Kaplan Career Institute, Brommhall, PA	12/31/2017			Education Corporation America	0	0
5				09/25/15	00170992	Kaplan College, Dallas, TX	12/31/2017			Education Corporation America	0	0
5				09/25/15	00170998	Kaplan College, El Paso, TX	12/31/2017			Education Corporation America	1	0
1		Monitoring	12/8/2015	05/15/15	00171004	Kaplan Career Institute, Philadelphia, PA	12/31/2017			Education Corporation America	0	0
5		Monitoring	12/8/2015	09/25/15	00171004	Kaplan Career Institute, Philadelphia, PA	12/31/2017			Education Corporation America	0	0
5				09/25/15	00171010	Kaplan College, San Antonio, TX	12/31/2017			Education Corporation America	0	0
5				09/25/15	00171016	Kaplan College, Las Vegas, NV	12/31/2017			Education Corporation America	0	0
1		Monitoring	12/8/2015	03/20/15	00171031	Kaplan College, N Hollywood, CA	12/31/2017	00171052	Kaplan College	Education Corporation America	1	0
5		Monitoring	12/8/2015	09/25/15	00171031	Kaplan College, N Hollywood, CA	12/31/2017			Education Corporation America	0	0
5				09/25/15	00171034	Kaplan College, Nashville, TN	12/31/2017			Education Corporation America	1	0
5				09/25/15	00171049	Kaplan College, Vista, CA	12/31/2017			Education Corporation America	1	0
5				09/25/15	00173481	Kaplan College, San Diego, CA	12/31/2017			Education Corporation America	1	0
5				09/25/15	00173484	Kaplan College, San Antonio, TX	12/31/2017			Education Corporation America	3	0
2		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College	12/31/2018	00179004	Management Resources College	Management Resources, Inc.	1	0
0		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College	12/31/2018			Management Resources, Inc.	1	0
4		Visit Req'd	12/8/2015	11/20/15	00179009	Management Resources College	12/31/2018	00179004	Management Resources College	Management Resources, Inc.	1	0

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

Filter for total points per main
219

* Since last renewal of accreditation year

POINTS	Last Grant of Accreditation	Current Executive Substantive Status	Council Session when Status Changed	Date of Action	ACICS ID	Name (Main)	Is the Institution on any financial or student achievement reporting?		Show-Cause Directive, Placed on Probation, Suspension or Final Adverse		Initials (under initial grant)	
							Financial	Student Achievement	Minimum	Moderate	Minimum	Moderate
1				03/20/15	00010096	Pinnacle Career Institute						
5				09/25/15	00010164	Texas School of Business, Houston, TX						
3				09/25/15	00010390	EDIC College						
5				02/20/15	00010219	Everest College, Colorado Springs, CO						
5				09/25/15	00010363	Kaplan College Hammond, IN						
5				02/20/15	00010564	Everest College, Colorado Springs, CO						
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL						
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL						
5				02/20/15	00010678	Everest College, Tigard, OR						
5				02/20/15	00010679	Everest University - North Orlando, Orlando, FL						
1				01/20/15	00010730	Santa Barbara Business College						
5				02/20/15	00010748	Everest College, Springfield, MO						
5				02/20/15	00011101	Everest College, Thornton, CO						
5				02/20/15	00011177	Everest Institute, Pembroke Pines, FL						
5				09/25/15	00011179	Kaplan Career Institute, Harrisburg, PA						
5				09/25/15	00011208	Hcal College						
5				09/25/15	00011256	Kaplan Career Institute, Pittsburgh, PA						
5				09/25/15	00011298	Kaplan College, Sacramento, CA						
1	8/20/2008			12/29/15	00011303	Ridley-Lowell Business & Technical Institute						
0	8/20/2008			12/29/15	00011303	Ridley-Lowell Business & Technical Institute						
5				02/20/15	00011314	Everest College, Newport News, VA						
5				02/20/15	00011315	Everest College, West Valley, UT						
5				02/20/15	00011333	Everest College, Wildwood, MO						
1				01/16/15	00011980	Stautzenberger College, Maumee						
1				08/21/15	00012804	Valley College						
5				06/19/15	00015728	Bristol University						
1				03/20/15	00015768	Sanford-Brown College						
1				02/20/15	00016231	Art Institute of Phoenix						
5				07/16/15	00019459	Brooks Institute						
1				03/20/15	00020699	Santa Barbara Business College						
5				09/25/15	00020839	Newmont University						
1				03/20/15	00020968	Sanford-Brown College						
1	4/12/2013			12/29/15	00022447	Pinchot University						
1				03/18/16	00022465	Jose Maria Vargas University, Pembroke Pines, FL						
1				05/15/15	00023864	Southern States University						
1				05/15/15	00023864	Southern States University						
5				02/20/15	00024720	Everest College - Seattle, Seattle, WA						
5				07/30/15	00024765	Community Care College						
1				02/20/15	00024852	Peloton College						
5				09/25/15	00024921	California Miramar University						
1				07/16/15	00025097	PITC Institute						
1				01/16/15	00035142	Charter College, Vancouver						
1		Deferred/ Campus withdrew request		02/19/16	00035142	Charter College, Vancouver, WA						
1		Deferred		03/18/16	00035142	Charter College, Vancouver, WA						
0				09/25/15	00040730	Missouri College						
1	8/7/2015			03/20/15	00048177	San Ignacio College						
1	8/7/2015			10/16/15	00048177	San Ignacio College						
3	8/7/2015			12/29/15	00048177	San Ignacio College						
2	12/7/2012			12/29/15	00060173	Bay Area Medical Academy						
2	8/9/2013	Deferral		11/21/14	00060624	Unilatina International College						
3		Deferral		01/15/16	00060624	Unilatina International College						
2	12/12/2014			03/18/16	00078849	EXSTA College, Santee, CA						
1				08/21/15	00108638	Valley College						
1				03/20/15	00108644	Valley College						
1				03/20/15	00108644	Valley College						
1				08/21/15	00108644	Valley College						
5				09/25/15	00170949	Kaplan Career Institute, Bronnall, PA						
5				09/25/15	00170992	Kaplan College, Dallas, TX						
5				09/25/15	00170998	Kaplan College, El Paso, TX						
1		Monitoring	12/8/2015	05/15/15	00171004	Kaplan Career Institute, Philadelphia, PA						
5		Monitoring	12/8/2015	09/25/15	00171004	Kaplan Career Institute, Philadelphia, PA						
5				09/25/15	00171010	Kaplan College, San Antonio, TX						
5				09/25/15	00171016	Kaplan college, Las Vegas, NV						
1		Monitoring	12/8/2015	03/20/15	00171031	Kaplan College, Hollywood, CA						
5		Monitoring	12/8/2015	09/25/15	00171031	Kaplan College, Hollywood, CA						
5				09/25/15	00171034	Kaplan College, Nashville, TN						
5				09/25/15	00171049	Kaplan College, Vista, CA						
5				09/25/15	00173481	Kaplan college, San Diego, CA						
5				09/25/15	00173484	Kaplan College, San Antonio, TX						
2		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College						
0		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College						
4		Visit Req'd	12/8/2015	11/20/15	00179009	Management Resources College						

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

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Since last renewal of accreditation year

POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd.	Date of Action	ACICS ID	Name (Main)	2-2-101(a): Change of Mission			2-2-101(b): Change in Ownership or Control	2-2-101(c): Addition of programs that are out-of-scope	
							Minimum	Moderate	Substantial	Substantial	Minimum	Moderate
							1	3	5	5	1	3
							Does not impact intent of the current mission	Changed statement & some but not all objectives.	Changed statement and all objectives.	Any COO or COC =	If 1 new area of study =	If 2 or more new areas of study =
1				03/20/15	00010096	Pinnacle Career Institute					1	
5				09/25/15	00010164	Texas School of Business, Houston, TX				5		
3				09/25/15	00010190	EDIC College		3				
5				01/20/15	00010219	Everest College, Colorado Springs, CO				5		
5				09/25/15	00010363	Kaplan College Hammond, IN				5		
5				02/20/15	00010564	Everest College, Colorado Springs, CO				5		
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL					1	
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL					1	
5				02/20/15	00010678	Everest College, Tigard, OR				5		
5				02/20/15	00010679	Everest University - North Orlando, Orlando, FL				5		
1				01/20/15	00010730	Santa Barbara Business College					1	
5				02/20/15	00010748	Everest College, Springfield, MO				5		
5				02/20/15	00011101	Everest College, Thornton, CO				5		
5				02/20/15	00011177	Everest Institute, Pembroke Pines, FL				5		
5				09/25/15	00011179	Kaplan Career Institute, Harrisburg, PA				5		
5				09/01/15	00011208	BCA College				5		
5				09/25/15	00011256	Kaplan Career Institute, Pittsburgh, PA				5		
5				09/25/15	00011298	Kaplan College, Sacramento, CA				5		
1	8/20/2008			12/29/15	00011303	Ridley-Lowell Business & Technical Institute					1	
0	8/20/2008			12/29/15	00011303	Ridley-Lowell Business & Technical Institute					0	
5				02/20/15	00011314	Everest College, Newport News, VA				5		
5				02/20/15	00011315	Everest College, West Valley, UT				5		
5				02/20/15	00011333	Everest College, Wildwood, MO				5		
1				01/16/15	00011980	Staulzenberger College, Maumee					1	
1				08/21/15	00012804	Valley College					1	
5				06/19/15	00015728	Bristol University				5		
1				03/20/15	00015768	Sanford-Brown College					1	
1				02/20/15	00016231	Art Institute of Phoenix					1	
5				07/16/15	00019459	Brooks Institute				5		
1				03/20/15	00020699	Santa Barbara Business College					1	
5				09/01/15	00020839	Neumont University				5		
1				03/20/15	00020966	Sanford Brown College					1	
1	4/12/2013			12/29/15	00022447	Pinchot University					1	
1				03/18/16	00022465	Jose Maria Vargas University, Pembroke Pines, FL					1	
1				05/15/15	00023864	Southern States University					1	
1				05/15/15	00023864	Southern States University					1	
5				02/20/15	00024720	Everest College - Seattle, Seattle, WA				5		
5				07/30/15	00024765	Community Care College				5		
1				02/20/15	00024852	Peloton College					1	
5				09/25/15	00024921	California Miramar University		5				
1				07/16/15	00025097	PJTC Institute					1	
1				01/16/15	00035142	Charter College, Vancouver					1	
1		Deferred/ Campus withdrew request		02/19/16	00035142	Charter College, Vancouver, WA						
1		Deferred		03/18/16	00035142	Charter College, Vancouver, WA						
0				09/25/15	00040730	Missouri College						
1	8/7/2015			03/20/15	00048177	San Ignacio College					1	
1	8/7/2015			10/16/15	00048177	San Ignacio College					1	
3	8/7/2015			12/29/15	00048177	San Ignacio College						
2	12/7/2012			12/29/15	00060173	Ray Area Medical Academy					1	
2	8-9-2015	Deferred		11/7/14	00060614	Unilalnia International College						
3		Deferred		01/15/16	00060614	Unilalnia International College						
2	12/12/2014			03/18/16	00073849	EMSTA College, Santee, CA						
1				08/21/15	00108638	Valley College					1	
1				03/20/15	00108644	Valley College						
1				03/20/15	00108644	Valley College						
1				08/21/15	00108644	Valley College					1	
5				09/25/15	00170949	Kaplan Career Institute, Bromsett, PA				5		
5				09/25/15	00170997	Kaplan College, Dallas, TX				5		
5				09/25/15	00170998	Kaplan College, El Paso, TX				5		
1		Monitoring	12/8/2015	05/15/15	00171004	Kaplan Career Institute, Philadelphia, PA					1	
5		Monitoring	12/8/2015	09/25/15	00171004	Kaplan Career Institute, Philadelphia, PA				5		
5				09/25/15	00171010	Kaplan College, San Antonio, TX				5		
5				09/25/15	00171016	Kaplan college, Las Vegas, NV				5		
1		Monitoring	12/8/2015	03/20/15	00171031	Kaplan College, N Hollywood, CA					1	
5		Monitoring	12/8/2015	09/25/15	00171031	Kaplan College, N Hollywood, CA				5		
5				09/25/15	00171034	Kaplan College, Nashville, TN				5		
5				09/25/15	00171049	Kaplan College, Vista, CA				5		
5				09/25/15	00173481	Kaplan college, San Diego, CA				5		
5				09/25/15	00173484	Kaplan College, San Antonio, TX				5		
2		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College						
0		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College						
4		Visit Req'd	12/8/2015	11/20/15	00179009	Management Resources College						

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

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Since last renewal of accreditation year

POINTS	Last Grant of Accreditation	Current Extension Subsequent Status	Council Session when Status Chgd.	Date of Action	ACICS ID	Name (Main)	2-2-101(d): Addition of programs representing departure from existing delivery method DE				2-2-101(e): Addition of programs at higher credential level			2-2-101(f): Change from clock hrs to credit hrs
							Minimum	Moderate	Substantial	Significant	Minimum	Moderate	Substantial	Minimum
							1	3	5	10	1	3	5	1
							<50% of programs via hybrid model	>50% of programs via hybrid model	<50% of programs via 100% online	>50% of program via 100% online	Credential is 1 higher *	Credential is 2 or > higher *	If scope expands to doctoral level	If first CCHC *
1				03/20/15	00010096	Pinnacle Career Institute								
5				09/25/15	00010164	Texas School of Business, Houston, TX								
3				09/25/15	00010190	EDUC College								
5				02/20/15	00010219	Everest College, Colorado Springs, CO								
5				09/25/15	00010363	Kaplan College Hammond, IN								
5				02/20/15	00010564	Everest College, Colorado Springs, CO								
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL								
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL								
5				02/20/15	00010678	Everest College, Tigard, OR								
5				02/20/15	00010679	Everest University - North Orlando, Orlando, FL								
1				03/20/15	00010730	Santa Barbara Business College								
5				02/20/15	00010748	Everest College, Springfield, MO								
5				02/20/15	00011101	Everest College, Thornton, CO								
5				02/20/15	00011177	Everest Institute, Pembroke Pines, FL								
5				09/25/15	00011174	Kaplan Career Institute, Harrisburg, PA								
5				09/01/15	00011208	Beal College								
5				09/25/15	00011256	Kaplan Career Institute, Pittsburgh, PA								
5				09/25/15	00011298	Kaplan College, Sacramento, CA								
1	8/20/2008			12/29/15	00011303	Ridley-Lowell Business & Technical Institute								
0	8/20/2008			12/29/15	00011303	Ridley-Lowell Business & Technical Institute								
5				02/20/15	00011314	Everest College, Newport News, VA								
5				02/20/15	00011315	Everest College, West Valley, UT								
5				02/20/15	00011333	Everest College, Wildwood, MO								
1				01/16/15	00011980	Stansberger College, Maumee								
1				08/21/15	00012804	Valley College								
5				06/19/15	00015728	Bristol University								
1				03/20/15	00015768	Sanford-Brown College								
1				02/20/15	00016231	Art Institute of Phoenix								
5				07/16/15	00019459	Brooks Institute								
1				03/20/15	00020699	Santa Barbara Business College								
5				09/01/15	00020839	Newmont University								
1				03/20/15	00020968	Sanford-Brown College								
1	4/12/2013			12/29/15	00022447	Pinehol University								
1				03/18/16	00022465	Jose Maria Vargas University, Pembroke Pines, FL								
1				05/15/15	00023864	Southern States University								
1				05/15/15	00023864	Southern States University								
5				02/20/15	00024720	Everest College - Seattle, Seattle, WA								
5				07/30/15	00024765	Community Care College								
1				02/20/15	00024852	Peloton College					1			
5				09/25/15	00024921	California Miramar University								
1				07/16/15	00025097	PITC Institute								
1				01/16/15	00035142	Charter College, Vancouver								
1		Deferred/Campus withdrawal request		02/19/16	00035142	Charter College, Vancouver, WA								
1		Deferred		03/18/16	00035142	Charter College, Vancouver, WA								
0				09/25/15	00040730	Missouri College								
1	8/7/2015			03/20/15	00048177	San Ignacio College					1			
1	8/7/2015			10/16/15	00048177	San Ignacio College								
3	8/7/2015			12/29/15	00048177	San Ignacio College						3		
2	12/7/2012			12/29/15	00060123	Bay Area Medical Academy								
2	8-9-2013	Deferred		11/21/14	00060614	Unilatin International College					1			
3		Deferred		01/15/16	00060614	Unilatin International College						3		
2	12/12/2014			03/18/16	00071849	EMST A College, Santee, CA					1			
1				08/21/15	00108638	Valley College								
1				03/20/15	00108644	Valley College					1			
1				03/20/15	00108644	Valley College					1			
1				08/21/15	00108644	Valley College								
5				09/25/15	00170949	Kaplan Career Institute, Brommhall, PA								
5				09/25/15	00170992	Kaplan College, Dallas, TX								
5				09/25/15	00170998	Kaplan College, El Paso, TX								
1		Monitoring	12/8/2015	05/15/15	00171004	Kaplan Career Institute, Philadelphia, PA								
5		Monitoring	12/8/2015	09/25/15	00171004	Kaplan Career Institute, Philadelphia, PA								
5				09/25/15	00171010	Kaplan College, San Antonio, TX								
5				09/25/15	00171016	Kaplan college, Las Vegas, NV								
1		Monitoring	12/8/2015	03/20/15	00171031	Kaplan College, N Hollywood, CA								
5		Monitoring	12/8/2015	09/25/15	00171031	Kaplan College, N Hollywood, CA								
5				09/25/15	00171034	Kaplan College, Nashville, TN								
5				09/25/15	00171049	Kaplan College, Vista, CA								
5				09/25/15	00173481	Kaplan college, San Diego, CA								
5				09/25/15	00173484	Kaplan College, San Antonio, TX								
2		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College					1			
0		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College					0			
4		Visit Req'd	12/8/2015	11/20/15	00179009	Management Resources College	1					3		

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

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Since last renewal of accreditation year

POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd.	Date of Action	ACICS ID	Name (Main)	2-2-101(g): Substantive changes to existing programs				2-2-101(h): Acquisition of a branch campus	
							Minimum	Moderate	Substantial	Significant	Minimum	Significant
							1	3	5	10	1	10
							<i>If < 25% of programs are revised 25% or > *</i>	<i>If 25% to 50% of programs are revised 25% or > *</i>	<i>If 50% to 75% of programs are revised 25% or > *</i>	<i>If 75% of > of programs are revised 25% or > *</i>	<i>If institutional growth > 0% to 50% *</i>	<i>If institutional growth > 50% or > *</i>
1				03/20/15	00010996	Pinnacle Career Institute						
5				09/25/15	00010164	Texas School of Business, Houston, TX						
3				09/25/15	00010190	EDIC College						
5				02/20/15	00010219	Everest College, Colorado Springs, CO						
5				09/25/15	00010363	Kaplan College Hammond, IN						
5				02/20/15	00010564	Everest College, Colorado Springs, CO						
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL						
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL						
5				02/20/15	00010678	Everest College, Tigard, OR						
5				02/20/15	00010679	Everest University - North Orlando, Orlando, FL						
1				03/20/15	00010730	Santa Barbara Business College						
5				02/20/15	00010748	Everest College, Springfield, MO						
5				02/20/15	00011101	Everest College, Thomson, CO						
5				02/20/15	00011177	Everest Institute, Pembroke Pines, FL						
5				09/25/15	00011179	Kaplan Career Institute, Harrisburg, PA						
5				09/01/15	00011208	Beal College						
5				09/25/15	00011256	Kaplan Career Institute, Pittsburgh, PA						
5				09/25/15	00011298	Kaplan College, Sacramento, CA						
1	8/20/2008			12/29/15	00011303	Ridley Lowell Business & Technical Institute						
0	8/20/2008			12/29/15	00011303	Ridley Lowell Business & Technical Institute						
5				02/20/15	00011314	Everest College, Newport News, VA						
5				02/20/15	00011315	Everest College, West Valley, UT						
5				02/20/15	00011333	Everest College, Wildwood, MO						
1				01/16/15	00011980	Stautzenberger College, Maumee						
1				08/21/15	00012804	Valley College						
5				06/19/15	00015728	Bristol University						
1				03/20/15	00015768	Sanford-Brown College						
1				02/20/15	00016231	Art Institute of Phoenix						
5				07/16/15	00019459	Brooks Institute						
1				03/20/15	00020699	Santa Barbara Business College						
5				09/01/15	00020839	Neumont University						
1				03/20/15	00020968	Sanford-Brown College						
1	4/12/2013			12/29/15	00022447	Pinchot University						
1				03/18/16	00022465	Jose Maria Vargas University, Pembroke Pines, FL						
1				05/15/15	00023864	Southern States University						
1				05/15/15	00023864	Southern States University						
5				02/20/15	00024720	Everest College - Seattle, Seattle, WA						
5				07/20/15	00024765	Community Care College						
1				02/20/15	00024852	Peloton College						
5				09/25/15	00024921	California Miramar University						
1				07/16/15	00025097	PITC Institute						
1				07/16/15	00035142	Charter College, Vancouver						
1		Deferred/ Campus withdrawal request		02/19/16	00035142	Charter College, Vancouver, WA						
1		Deferred		03/18/16	00035142	Charter College, Vancouver, WA					1	
0				09/25/15	00040730	Missouri College						
1	8/7/2015			03/20/15	00048177	San Ignacio College						
1	8/7/2015			10/16/15	00048177	San Ignacio College						
3	8/7/2015			12/29/15	00048177	San Ignacio College						
2	12/7/2012			12/29/15	00060173	Ray Arca Medical Academy						
2	8/9/2013	Deferred		11/21/14	00060614	Unilatina International College						
3		Deferred		01/25/16	00060614	Unilatina International College						
2	12/12/2014			03/18/16	00073849	EMSTA College, Sarcee, CA						
1				08/21/15	00108638	Valley College						
1				03/20/15	00108644	Valley College						
1				03/20/15	00108644	Valley College						
1				08/21/15	00108644	Valley College						
5				09/25/15	00170949	Kaplan Career Institute, Brommell, PA						
5				09/25/15	00170992	Kaplan College, Dallas, TX						
5				09/25/15	00170998	Kaplan College, El Paso, TX						
1		Monitoring	12/8/2015	03/15/15	00171004	Kaplan Career Institute, Philadelphia, PA						
5		Monitoring	12/8/2015	09/25/15	00171004	Kaplan Career Institute, Philadelphia, PA						
5				09/25/15	00171010	Kaplan College, San Antonio, TX						
5				09/25/15	00171016	Kaplan College, Las Vegas, NV						
1		Monitoring	12/8/2015	03/20/15	00171031	Kaplan College, N Hollywood, CA						
5		Monitoring	12/8/2015	09/25/15	00171031	Kaplan College, N Hollywood, CA						
5				09/25/15	00171034	Kaplan College, Nashville, TN						
5				09/25/15	00171049	Kaplan College, Vista, CA						
5				09/25/15	00173481	Kaplan College, San Diego, CA						
5				09/25/15	00173484	Kaplan College, San Antonio, TX						
2		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College						
0		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College						
4		Visit Req'd	12/8/2015	11/20/15	00179009	Management Resources College						

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

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*Since last renewal of accreditation year

POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Changed	Date of Action	ACICS ID	Name (Main)	2-2-101(i): Addition of BC or LS for purpose of teach-out	2-2-101(j): Intern'l offerings or contracts w/unaccredited entities	2-2-101(k): Learning site offering 50% or > of a program				2-2-101(l): Add DA-CB program					
							Minimum	Moderate	Minimum	Moderate	Substantial	Significant	Substantial					
							1	3	1	3	5	10	5					
1				03/20/15	00010096	Pinnacle Career Institute												
5				09/25/15	00010164	Texas School of Business, Houston, TX												
3				09/25/15	00010190	EDIC College												
5				02/20/15	00010219	Everest College, Colorado Springs, CO												
5				09/25/15	00010363	Kaplan College Hammond, IN												
5				02/20/15	00010564	Everest College, Colorado Springs, CO												
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL												
1	4/7/2014			03/18/16	00010582	Virginia College, Birmingham, AL												
5				02/20/15	00010678	Everest College, Tigard, OR												
5				02/20/15	00010679	Everest University - North Orlando, Orlando, FL												
1				03/20/15	00010730	Santa Barbara Business College												
5				02/20/15	00010748	Everest College, Springfield, MO												
5				02/20/15	00011101	Everest College, Thomson, CO												
5				02/20/15	00011177	Everest Institute, Pembroke Pines, FL												
5				09/25/15	00011179	Kaplan Career Institute, Harrisburg, PA												
5				09/01/15	00011208	Beal College												
5				09/25/15	00011256	Kaplan Career Institute, Pittsburgh, PA												
5				09/25/15	00011298	Kaplan College, Sacramento, CA												
1	8/20/2008			12/29/15	00011303	Ridley-Lowell Business & Technical Institute												
0	8/20/2008			12/29/15	00011303	Ridley-Lowell Business & Technical Institute												
5				02/20/15	00011314	Everest College, Newport News, VA												
5				02/20/15	00011315	Everest College, West Valley, UT												
5				02/20/15	00011333	Everest College, Wildwood, MO												
1				01/16/15	00011980	Stautzenberger College, Maumee												
1				08/27/15	00012804	Valley College												
5				06/19/15	00015728	Bristol University												
1				03/20/15	00015768	Sanford-Brown College												
1				02/20/15	00016231	Art Institute of Phoenix												
5				07/16/15	00019459	Brooks Institute												
1				03/20/15	00020659	Santa Barbara Business College												
5				09/01/15	00020839	Neumont University												
1				03/20/15	00020966	Sanford-Brown College												
1	4/12/2013			12/29/15	00022447	Pinchot University												
1				03/18/16	00022465	Jose Maria Vargas University, Pembroke Pines, FL												
1				05/15/15	00023864	Southern States University												
1				05/15/15	00023864	Southern States University												
5				02/20/15	00024720	Everest College - Seattle, Seattle, WA												
5				07/30/15	00024765	Community Care College												
1				02/20/15	00024852	Peloton College												
5				09/25/15	00024921	California Miramar University												
1				07/16/15	00025097	PITC Institute												
1				01/16/15	00035142	Charter College, Vancouver												
1		Deferred/ Campus withdrew request		02/19/16	00035142	Charter College, Vancouver, WA												
1		Deferred		03/18/16	00035142	Charter College, Vancouver, WA												
0				09/25/15	00040730	Missouri College												
1	8/7/2015			03/20/15	00048177	San Ignacio College												
1	8/7/2015			10/16/15	00048177	San Ignacio College												
1	8/7/2015			12/29/15	00048177	San Ignacio College												
2	12/7/2012			12/29/15	00060173	Bay Area Medical Academy												
2	8/9/2013	Deferred		11/27/14	00060614	Unilatina International College												
3		Deferred		01/15/16	00060614	Unilatina International College												
2	12/7/2014			03/18/16	00073849	EMSTA College, San Jose, CA												
1				08/27/15	00108638	Valley College												
1				03/20/15	00108644	Valley College												
1				03/20/15	00108644	Valley College												
1				08/27/15	00108644	Valley College												
5				09/25/15	00170949	Kaplan Career Institute, Brommell, PA												
5				09/25/15	00170992	Kaplan College, Dallas, TX												
5				09/25/15	00170998	Kaplan College, El Paso, TX												
1		Monitoring	12/8/2015	05/15/15	00171004	Kaplan Career Institute, Philadelphia, PA												
5		Monitoring	12/8/2015	09/25/15	00171004	Kaplan Career Institute, Philadelphia, PA												
5				09/25/15	00171010	Kaplan College, San Antonio, TX												
5				09/25/15	00171016	Kaplan college, Las Vegas, NV												
1		Monitoring	12/8/2015	03/20/15	00171031	Kaplan College, N Hollywood, CA												
5		Monitoring	12/8/2015	09/25/15	00171031	Kaplan College, N Hollywood, CA												
5				09/25/15	00171034	Kaplan College, Nashville, TN												
5				09/25/15	00171049	Kaplan College, Vista, CA												
5				09/25/15	00173481	Kaplan college, San Diego, CA												
5				09/25/15	00173484	Kaplan College, San Antonio, TX												
2		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College												
0		Visit Req'd	12/8/2015	03/20/15	00179009	Management Resources College												
4		Visit Req'd	12/8/2015	11/20/15	00179009	Management Resources College												

EDUCATION ENHANCEMENT AND EVALUATION COMMITTEE MINUTES
Tuesday, April 5, 2016
11:00 PM –12:30 PM

Committee Members

Ms. Julie Blake, Chair
Ms. Michelle Edwards
Mr. Jay Fund
Dr. Adriene Hobdy
Dr. Deborah Jones
Dr. Rafael Ramirez-Rivera
Dr. Edward Thomas

Staff Liaisons

Dr. Terron King – Primary Liaison
Ms. Terrasia Harris – Secondary Liaison
Dr. Joseph E. Gurubatham – Vice President Liaison

Other

Commissioner Luis Llerena
Commissioner Fardad Fateri
Ms. Latoya Boyd
Ms. Jan Chambers
Ms. Susan Greer
Mr. Ian Harazduk
Mr. Chad Hartman
Ms. Cathy Kouko
Ms. Linda Lundberg
Ms. Niana Moore
Ms. Katie Morrison
Ms. Samantha Shellum
Ms. Shaniqua Smith
Mr. Maurice Wadlington
Ms. Perliter Walters-Gilliam
Ms. Karly Ziegler

I. CALL TO ORDER

Chair Blake called the meeting to order at 11:30 AM., April 5, 2016.

II. OLD BUSINESS

1. Workshop Report

Walters-Gilliam

Staff Walters-Gilliam provided an update on workshops and webinars held since the December 2015 Council meeting and those scheduled for the remainder of the year.

Overview

Since the December 2015 Council Meeting, ACICS held three workshops and one webinar. Two of the three workshops were presented at the ACICS office. The remaining workshop was held in Hato Rey, PR. Enrollments for these workshops and webinar are listed below:

December 2015 – April 2016

<i><u>Workshop/Webinar Title</u></i>	<i><u>Location</u></i>	<i><u>Date</u></i>	<i><u>Enrollment</u></i>
AWARE Webinar	ACICS	January 21, 2016	463
Student Achievement – Placement	ACICS	March 14, 2016	5
Student Achievement - Retention	ACICS	March 14, 2016	22
Dewey Hybrid Accreditation Workshop	Hato Rey, PR	March 16, 2016	39

Delta Career Ed Hosted Renewal of Accreditation Workshop	April 19, 2016	Columbus, OH
Initial Accreditation Workshop	May 10, 2016	Ft. Worth, TX
Renewal of Accreditation Workshop	May 10, 2016	Ft. Worth, TX

Upcoming Workshops

Commissioner Ramirez-Rivera suggested requiring officials or board members who do not have ownership interest in an institution to attend an accreditation workshop. Commissioner Jones agreed with this suggestion. Staff Walters-Gilliam stated that ACICS is in the process of creating a system whereby institutions will attend certain workshops periodically such as a CEP workshop.

2. Report on Monitoring Extensive Substantive Change

Greer

Staff Greer reported on the status of monitoring extensive substantive changes for institutions and determining whether an institution has undergone extensive changes over time. Staff Greer provided an Approved Substantive Change Action Report detailing the actions taken on institutions based on a points scoring system under the various substantive change categories (**Attachment A**):

<6 points = No action

6 to 7 points = Monitoring Status

8 to 9 points = Institution must justify extensive substantive changes

10 or > points = Comprehensive on-site evaluation visit

Within the extensive substantive change monitoring process, ACICS provides a communication to the institution describing the scoring and monitoring of accumulated points based on

substantive changes made over time and in certain periods of time. This information is measured from an institution's previous renewal of accreditation year to the current renewal of accreditation year. Heavier weighted grading is given to institutions who going through the initial grant process or undergoing a change of ownership. For instance, there is no gradation for an institution that undergoes a change of ownership. The institution automatically receives a score of 5 points.

Commissioner Jay Fund asked for clarification regarding the scoring system. Staff Greer clarified that the scoring would depend on the area of change and the application presented. For example, new programs applications are measured against the CIP codes under which the institution's programs correspond. This information is then used to determine whether an institution has undergone significant program changes outside of the institution's scope.

Commissioner Thomas also confirmed that the Substantive Change Review Committee is actively engaging in more assessment to determine whether institutions are undergoing changes could greatly affect institutions' operations and effectiveness.

Commissioner Blake questioned whether many schools would score 10 points or greater, requiring a comprehensive on-site evaluation visit and whether we would have the resources to conduct such visits depending on the volume. Staff Greer confirmed that not many institutions have scored at that level.

No institutions reported have a score that signifies having undergone extensive substantive change at this time.

III. NEW BUSINESS

COMMITTEE: EEE/4.16/1
DATE: April 5, 2016
SUBJECT: Defining Basic Records
STAFF: Ms. Terrasia Harris

ISSUE

Policies regarding records maintenance and retention require clarification; specifically, defining what the Council regards as "basic" records.

OVERVIEW

In reference to **Section 3-1-303(f)(g) and Glossary**, there is confusion in the field regarding the requirements for records retention. Specifically, it is not clear which records must be protected

and maintained and for how long. One approach may be to require the institution to have a policy for record retention and for the Council to provide general guidelines.

The Council directed the staff to conduct research on student records. The Council suggested reviewing and receiving guidance from AACRAO, particularly, on the retention of student records (**See Attachment B**). The Council also suggested that upon this review the *Criteria* language will need to be updated. Specifically, the language should define the “basic” record for protection (to include the academic record, financial aid record, application materials, and counseling [for purposes of accreditation and program reviews]). There should be a separate definition for the basic record as it deals with maintenance, which should include the permanent academic record.

In addition, the Council noted that some agencies, such as States and Title IV, have their own standard for records retention policies and ACICS should have a flexible enough policy to accommodate those rules.

CRITERIA

Section 3-1-303. Records.

(f) All ~~basic~~ records ~~and reports~~ pertaining to students shall be safely protected. Records shall be stored consistently in a manner that provides protection against misuse, misplacement, damage, destruction, or theft. Acceptable methods of protecting records from theft, fire, water damage, or other possible loss include electronic records management systems and software, appropriately fire-rated file cabinets (that can be and are locked when not being used); a central location such as a vault, the entirety of which is protected; ~~and microfilmed records, computer disk, backup tape~~, printout records, or other hard copies of records protectively stored off the premises.

(g) Certain ~~basic~~ records shall be maintained by the institution for a specified period of time. The institution shall adopt and publish a policy on the responsibility and authority of the institution to properly maintain and retain such records. At a minimum, the policy should address the following document retention requirements:

1. ~~Transcripts~~ Academic records ~~should~~ shall be kept maintained ~~indefinitely~~ permanently;
2. Admissions ~~data~~ and ~~other~~ advisement records ~~should~~ shall be kept for at least five years from graduation or the last day ~~date~~ of attendance;
3. Financial aid records shall be maintained according to the record retention policies and guidelines established by the funding source.

The institution shall comply with its published policy on records maintenance and retention.

Glossary of Definitions

Record, Admissions and Advisement. Official documents of admissions data, counseling, and advising. Such documents include but are not limited to, applications for admission or readmission (for matriculants), admission letters, denial and waitlist notifications, aptitude/assessment test scores, military records, degree audit records, transfer credit evaluations, transcripts reflecting degrees earned from other institutions, and counseling and advising correspondence.

Record, Permanent Academic. ~~The e~~Official documents ~~on which is listed the courses attempted, grades and credit earned, and status achieved by a student~~ of the student's scholastic progress. Such documents include, but are not limited to, change of grade forms, class rosters, grade reports, and official transcripts.

Record, Financial Aid. Official documents regarding any grant, scholarship, or loan offered to assist the student in meeting college expenses. Documentation may vary depending upon the funding source (state or federal programs, high schools, foundations, or corporations).

Record, Student. A file which may contain the following: a record of the student's scholastic progress, the extracurricular activities, personal characteristics and experiences, family background, secondary school background, aptitudes, interests, counseling notes, etc.

OPTIONS

1. Consider for proposed policy change the abovementioned language for consideration in August 2016.
2. Make no changes.

RECOMMENDATION: Option 1

MOVED: Commissioner Ramirez-Rivera moved to accept option 1 as amended

SECONDED: Commissioner Edwards moved to second the motion

If applicable:

AMENDMENT: Commissioner Ramirez-Rivera proposed the following amendment to option 1:

CRITERIA

Section 3-1-303. Records.

(f) All ~~basic records and reports~~ pertaining to students shall be safely protected. Records shall be stored consistently in a manner that provides protection against misuse, misplacement, damage,

destruction, or theft. Acceptable methods of protecting records from theft, fire, water damage, or other possible loss include electronic records management systems and software, appropriately fire-rated file cabinets (that can be and are locked when not being used); a central location such as a vault, the entirety of which is protected; and microfilmed records, computer disk, backup tape, printout records, or other hard copies of records protectively stored off the premises.

(g) Certain basic records shall be maintained by the institution for a specified period of time. The institution shall adopt and publish a policy on the responsibility and authority of the institution to properly maintain and retain such records. At a minimum, the policy should address the following document retention requirements:

1. ~~Transcripts~~ Academic records should shall be kept maintained indefinitely permanently (see Record, Permanent Academic in Glossary);
2. ~~Admissions data and other advisement records should~~ shall be kept for at least five years from graduation or the last day date of attendance(see Record, Admissions and Advisement in Glossary);
3. Financial aid records shall be maintained according to the record retention policies and guidelines established by the funding source (see Record, Financial Aid in Glossary).

The institution shall comply with its published policy on records maintenance and retention.

Glossary of Definitions

Record, Admissions and Advisement. Official documents of admissions data, counseling, and advising. Such documents include but are not limited to, applications for admission or readmission (for matriculants), admission letters, denial and waitlist notifications, aptitude/assessment test scores, military records, degree audit records, transfer credit evaluations, transcripts reflecting degrees earned from other institutions, and counseling and advising correspondence.

Record, Permanent Academic. The eOfficial documents on which is listed the courses attempted, grades and credit earned, and status achieved by a student of the student's scholastic progress. Such documents include, but are not limited to, official transcripts; final grade reports detailing each course code, course title, and final grades for a given year and term; and any documented change to final grades.

Record, Financial Aid. Official documents regarding any grant, scholarship, or loan offered to assist the student in meeting college expenses. Documentation may vary depending upon the funding source (e.g. state or federal programs, high schools, foundations, or corporations).

Record, Student. A record (electronic or hard-copy) which is comprised of, at a minimum, a student's admissions and advisement, permanent academic, and financial aid records. ~~A file which may contain the following: a record of the student's scholastic progress, the extracurricular activities, personal characteristics and experiences, family background, secondary school background, aptitudes, interests, counseling notes, etc.~~

MOVED: Commissioner Ramirez-Rivera moved to accept option 1 as amended
SECONDED: Commissioner Edwards moved to second the motion

IV. ADJOURNMENT

Commissioner Blake motioned for adjournment which was seconded by Commissioner Fund. The Committee session adjourned at 12:30 PM.

I. CALL TO ORDER

The Committee reconvened in order to discuss agenda items 2 and 3. Chair Blake called the meeting to order at 12:10 PM, April 7, 2016.

II. NEW BUSINESS

COMMITTEE: EEE/4.16/2
DATE: April 5, 2016
SUBJECT: Library, Instructional Resources and Technology
STAFF: Dr. Terron King

ISSUE

The following proposed revisions to the Accreditation Criteria for Library, Instructional Resources and Technology are being recommended:

- Revision of outdated technology language.
- Revision of language to allow for a centralized library budget for multiple campuses.
- Addition of language requiring campuses to have a physical library resource center on-site or within close proximity to the institution.

OVERVIEW

The Library, Instructional Resources and Technology sections of the Accreditation Criteria were one of the focus areas of ACICS' 2014 Systematic Review. This item was discussed during the 2015 Policy Meeting and an ad hoc committee was created to work with staff on the revision of the language to bring back to the February 2016 Policy Meeting for further discussion.

CRITERIA

3-1-800 – Library Resources and Services

The adequate provision of library resources and information services, appropriate to the academic level and scope of an institution's programs, is essential to teaching and learning. It is incumbent upon all member institutions to assess the level of library resources needed in relation to their programs and to provide a range of support to meet these needs. The size of collections and the budget allowed for library resources and services do not ensure adequacy. The quality, relevance, accessibility, availability, and provision of support services ultimately will determine the adequacy of an institution's efforts. In assessing library resources and services, ACICS requires that an institution, at a minimum, shall:

- (a) ~~develop an adequate base of library resources~~ provide students access to a physical learning resource center on-site or within close proximity to the institution;
- (b) ~~(a) develop an adequate base of library resources to ensure academic success and to meet instruction and research needs as appropriate;~~
- (c) ~~(b) ensure up-to-date means to access these resources;~~
- (d) ~~(c) develop a continuous assessment strategy for library resources and information services that includes staff and faculty;~~
- (e) ~~(d) provide adequate staff to support assessment, library development, collection, organization, and accessibility;~~
- (f) ~~(e) ensure that library services are provided to all learners, including those at nonmain campuses and those online; and~~
- (g) ~~(f) provide training and encouragement for students and faculty to utilize library resources as an integral part of the learning process and as life-long learners.~~

3-2-200 – Instructional Resources, Materials

The instructional resources, audiovisual teaching equipment, and instructional materials shall be adequate to serve the needs of the institution's educational programs. The resources shall include current print or digital titles, periodicals, professional journals, and/or full-text online resources appropriate for the institution's educational programs. There shall be evidence that appropriate instructional resources, equipment, technology, and materials are utilized to support the educational objectives.

3-2-201. References. The institution shall have available and easily accessible to faculty and students standard print, digital, or online reference works appropriate to the curriculum. Major consideration will be given to the diversity of the collection including variety of volumes books, periodicals, online resources and information technology readily available to students and

faculty, ~~reeency~~ their currency of ~~publications~~, appropriateness, and relevance to the programs offered by the institution.

3-2-204. Budget. Budget allocations and expenditures for instructional resources, equipment, and materials may be centralized and shall be sufficient to meet the needs and fulfill objectives of the institution's programs.

3-3-402, 3-4-402, 3-5-402, 3-6-702, 3-7-702. Budget. An annual library budget, appropriate to the size and scope of the institution and the programs offered, ~~shall~~ may be central be established and the allocation expended for the purchase of ~~books, periodicals,~~ library equipment, print and/or digital books, periodicals, and other resource and reference materials.

3-3-403. Function. The library function is shaped by the mission and the educational programs of the institution. Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings. The resources shall include the study, reading, and information technology facilities necessary to make the educational programs effective. The ultimate test of the library's adequacy is determined by the extent to which its resources support all the courses offered by the institutions.

3-4-403, 3-5-403. Function. The library function is shaped by the mission and the educational programs of the college. Appropriate reference, research, and information resources must be made available to provide basic support for curricular and educational offerings and to enhance student learning.

3-6-703. Function. The library function is shaped by the mission and the educational programs of the institution. Institutions offering master's degree programs shall provide access to substantially different library resources in terms of their depth and breadth from those required for baccalaureate degree programs. Students should discover information in a variety of formats with an appropriately supporting information technology infrastructure.

These resources shall include bibliographic and monographic references, major professional journals and reference services, research and methodology materials, and, ~~as appropriate,~~ information technologies. The depth and breadth of the accessible library holdings shall be such as to exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty.

Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings and to enhance student learning. The resources shall include the study, reading, and information technology facilities necessary to ~~make~~ enhance the effectiveness of the educational programs ~~effective~~.

3-7-703. Function. The library function is shaped by the mission and the educational programs of the institution. Institutions offering master's degree programs shall provide access to substantially different library resources in terms of their depth and breadth from those required

for baccalaureate degree programs. Students demonstrate the ability to define problems, access, evaluate, and analyze a variety of resources, and use retrieved information ethically.

These resources shall include bibliographic and monographic references, major professional journals and reference services, research and methodology materials, and, ~~as appropriate,~~ information technologies. The depth and breadth of the accessible library holdings shall be such as to exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty.

Appropriate reference, research, and information resources must be made available to enhance, augment, and support the curricular and educational offerings and to enhance student learning. The resources shall include the study, reading, and information technology facilities necessary to ~~make~~ enhance the effectiveness of the educational programs ~~effective~~.

3-3-404. Use and Accessibility. In evaluating the use of library resources by students, consideration shall be given to accessibility and to methods used by the faculty to encourage the use of these resources by students. Records of physical and/or online circulation and inventory shall be current and accurate.

Physical and/or online library materials and services must be available at times consistent with the typical student's schedule in ~~both day, and evening,~~ and online programs. Easy access to and use of reference materials, periodicals, and information technology are of prime importance in determining if the institution is meeting the educational needs of its students and faculty. If online resources are utilized, an appropriate number of terminals and/or wireless access shall be provided for student use. Interlibrary agreements are not substitutes for an institution's library, but rather a means to supplement the institution's holdings in limited areas. In determining the appropriateness of such agreements, consideration will be given to the uniqueness of the lending library's collection, provisions for interlibrary loans, and the degree of accessibility to the students.

3-4-404, 3-5-404, 3-6-704, 3-7-704. Use and Accessibility. The faculty should inspire, motivate, and direct student usage of the library resources. The library's adequacy ultimately is determined by the extent to which physical and/or online resources including full-text resources support all the courses offered by the institution.

For library resources, the Dewey Decimal System, Library of Congress classification system, or other appropriate system of classification should be used. Records of physical and/or online circulation and inventory shall be current and accurate and must be maintained to assist staff and faculty in evaluating the adequacy and utilization of the physical and/or online resources including full-text holdings.

Physical and/or online, full-text library materials and services must be available at times consistent with the typical student's schedule in ~~both day, and evening,~~ and online programs. If online or computer based resources are ~~computer software is~~ utilized on site, a sufficient number of terminals and/or wireless access shall be provided for student use. If interlibrary agreements

are in effect, provisions for such use must be practical and accessible and use must be documented. In determining the appropriateness of such agreements, consideration will be given to the nature of the participating library's collection, provisions for interlibrary loans, and the degree of accessibility to the students. A college's library must contain, at a minimum, a core collection of physical and/or online resources including full-text reference materials appropriate for the offerings of the institution.

3-3-405. Holdings. The institution shall have available and easily accessible standard physical and/or online reference works, professional journals, and current periodicals appropriate to the curriculum. Consideration also shall be given to supplementary library resources contracted by the institution and online resources available to its student body.

3-4-405, 3-5-405. Holdings. A collegiate library shall contain up-to-date physical and/or online resources including full-text titles appropriate for the size of the institution and the breadth of and enrollment in its educational programs. The library collection shall include holdings on the Humanities, Arts, Social Sciences, and Sciences, including mathematics; magazines and essential professional journals and periodicals; and, ~~when appropriate, online data networks and retrieval systems, CD-ROMs, and interactive research systems~~ that support all of the course offerings of the institution.

3-6-705. Holdings. The library shall support the academic programs and the literacy, intellectual, and cultural development of students, faculty, and staff; shall provide current and appropriate physical and/or online, full-text resources for the size of the institution and the breadth of and enrollment in its educational programs; ~~shall provide, when appropriate, on-line data networks and retrieval systems, CD-ROMs, and interactive research systems;~~ and shall be capable of supporting an understanding of the methods and principles of scholarly research and how to use information ethically and/or scholarly research at the graduate level.

3-7-705. Holdings. The library shall support the academic programs and the intellectual and cultural development of students, faculty, and staff; shall provide current and appropriate physical, digital, and/or online full-text resources for the size of the institution and the breadth of and enrollment in its educational programs; ~~shall provide, when appropriate, physical and/or on-line, full-text data networks and retrieval systems, CD-ROMs, and interactive research systems;~~ and shall be capable of supporting scholarly research at the ~~graduate~~ doctoral level.

3-4-401, 3-5-401. Staff. A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one who holds a bachelor's or master's degree in library or information science or a comparable program, or state certification to work as a librarian, where applicable, or, for foreign institutions, who holds a bachelor's or master's degree recognized as appropriate for the position by its government or higher education authority. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States

Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. The professionally trained individual must participate in documented annual professional growth activities.

During library hours that are scheduled and posted, there shall be a trained individual on-site who is assigned to oversee and to supervise the library and to assist students with library and information services. This individual shall be competent and technologically literate to use and to aid in the use of the online and computer based library ~~technologies and~~ resources.

3-6-701, 3-7-701. Staff. A professionally trained individual shall supervise and manage library and instructional resources, facilitate their integration into all phases of the institution's curricular and educational offerings, and assist students in their use. A professionally trained individual is one with special qualifications to aid students in research and who holds a M.L.S. degree or the equivalent, or, for foreign institutions, who holds a master's degree recognized as appropriate for the position by its government or higher education authority. The institution must provide evidence that the degree is from an institution accredited by an agency recognized by the United States Department of Education. If the degree is from an institution outside of the United States, the institution must be recognized by its government as an institution of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the degree to degrees awarded by institutions in the United States. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English. The professionally trained individual must participate in annual documented professional growth activities.

There shall be a professionally trained individual on duty for sufficient hours, as published by the institution, to support the programs and to assist students with library functions and research. This individual shall be competent both to use and to aid in the use of the physical, computer based, digital and online ~~library technologies and~~ resources.

Appendix H- Principles and Requirements for Nontraditional Education

Resources and Equipment

(b) The institution must demonstrate that students taking online courses have access to the same or equivalent library resources and support as students taking courses in a physical classroom. If the majority of a student's classes are online, these resources must include at a minimum access to a virtual library collection of program-related books, journals, and periodicals, and access to virtual library and information technology services.

OPTIONS

1. Consider for proposed policy change the abovementioned language for consideration in August 2016.
2. Make no changes.

RECOMMENDATION: Option 1

MOVED: Commissioner Edwards moved for staff to present agenda item 2 again in August 2016, as proposed, after staff has made needed revisions.

SECONDED: Commissioner Thomas moved to second the motion

COMMITTEE: EEE/4.16/3

DATE: April 5, 2016

SUBJECT: Admissions Requirements for Professional Master's Degree Programs

STAFF: Dr. Joseph E. Gurubatham

ISSUE AND OVERVIEW

Current policy (Section **3-6-601**) allows institutions to admit students into master's degree programs that lead to professional certifications or licenses, without a baccalaureate degree, if an alternate admission requirement is accepted by a recognized licensing or a specialized accrediting agency and is common practice among accredited institutions of higher education. The policy also requires the institution to award a baccalaureate degree in the course of the completion of the master's degree program. The baccalaureate degree may be conferred upon completion of baccalaureate degree requirements or concurrently with the award of the master's degree.

The requirement of the baccalaureate degree is often not required for a professional master's degree by the specialized agencies or for eligibility to sit for the licensing or certification examinations.

The policy, as written, causes confusion because it does permit the institutions alternate admissions requirements if it is the accepted practice within the field. By requiring the baccalaureate degree, the policy appears to diminish the significance of accepted practice in the field or standards of other accrediting agencies.

Proposed changes to the policy attempt to eliminate confusion and also provide structure for institutions that implement alternate admissions policy.

CRITERIA

3-6-601. Enrollment Prerequisites. The threshold admission requirement to a master's degree program is a baccalaureate degree.

If admission to a professional program is granted without a baccalaureate degree, the burden is on the institution to demonstrate and justify that the alternate admission requirement is accepted by a recognized licensing or specialized accrediting agency and is common practice among accredited institutions of higher education. In such cases, admission may be granted only to eligible students who have completed, at a minimum, an associate's degree or equivalent. If the institution chooses to award a suitable baccalaureate degree upon completion of specified requirements or concurrently with the award of the professional master's degree, the baccalaureate degree curriculum must be approved by the Council.

~~In instances where a baccalaureate degree is not used as the threshold for admission, the following conditions must be met: (a) admission to the program may be granted only to eligible students who have completed at a minimum an associate degree or equivalent; (b) the program must ensure that a baccalaureate degree, which meets ACICS standards, is awarded upon completion of baccalaureate degree requirements or concurrently with the award of the master's degree; and (c) the baccalaureate degree program must include in its curricular requirements sufficient and appropriate bridge to master's-level courses in the field of study and must be approved by ACICS.~~

OPTIONS

1. Consider for proposed policy change the abovementioned language **as presented** for publication in the **Memorandum to the Field**.
2. Consider for proposed policy change the abovementioned language **with the following amendments** for consideration in August 2016.
3. Make no changes to the *Accreditation Criteria*.

RECOMMENDATION: Option 1

MOVED: Commissioner Edwards moved to accept option 1 as proposed.

SECONDED: Commissioner Thomas moved to second the motion.

Commissioner Blake moved for the Committee to discuss Agenda Items 4 through 7 at the next Meeting, in August 2016:

4. Faculty Field/Subject Preparations **EEE/4.16/4** King

5. Workshop Attendance Timeframes **EEE/4.16/5** Walters-Gilliam

6. Transfer Credits from Unaccredited Institutions **EEE/4.16/6** Walters-Gilliam
7. Externships Under Supervision of Faculty **EEE/4.16/7** Harazduk

This motion was seconded by Commissioner Edwards.

Commissioner Blake motioned for adjournment which was seconded by Commissioner Edwards.
The Committee session adjourned at 12:30 PM.

Attachment A: Approved Substantive Change Action Report

Attachment B: AACRAO Table on Recommended Best Practices for Admissions & Records Maintenance in Law Schools

Attachment B: AACRAO Table on Recommended Best Practices for Admissions & Records Maintenance in Law Schools

Recommended Best Practices for Admissions & Records Maintenance in Law Schools

Purpose: The purpose of this policy is to ensure that necessary records and documents are adequately protected and maintained and to ensure that records that are no longer needed or of no value are discarded at the appropriate time.

Principles Governing Records Retention and Disposal

- Records (regardless of the storage medium) can be disposed of upon reaching the minimum retention period, provided the school does not need the records for future administrative, legal, research/historical, or fiscal purposes.
 - *Administrative value: contain information applicable to current or future university operations*
 - *Legal value: contain evidence of legally enforceable rights or obligations of the University/School*
 - *Research or historical value: document the purpose, growth, history, services, programs, and character of the campus*
 - *Fiscal value: required for budget development, financial reporting, or audit purposes.*
- **Keep as little as possible.**
- Records should be stored consistently within the department in a manner that provides protection against misuse, misplacement, damage, destruction, or theft. Original, confidential, and sensitive documents should be stored in a secure location.
- Do not keep copies of records that are maintained by an office that created the record (referring to unofficial, duplicate copies of records).
- Records that identify a person are more subject to direct legal action than statistical or generic records; therefore, retention and disposal of these records require priority attention.
- Records, which have been contested, should never be destroyed unless the ability to reconstruct them in legally acceptable form is preserved. The destruction of records should cease once litigation commences.
- Retention and disposal policies should include provisions for machine-readable records (e.g. microfilm), which can be access only with specific technology.
- Any record recommended for retention that exceeds five years, and especially if the retention period is to be either indefinite or permanent retention should be imaged for security (current format is PDF).

- The retention periods recommended below are based on the fact that essential data will be recorded on academic records which are retained permanently.
- Retention and disposal policies should be the same regardless of storage medium (paper, digital) or location of the data (law school office or central campus).
- Data that resides in a database and is used to dynamically generate documents such as a degree progress report should have the same retention period as the document(s) in which the data was used.
- Specific records within each school may vary from those listed in the accompanying retention schedules. Records should be retained or destroyed by applying the same retention rule that applies to similar records that are listed in the retention schedules.

Retention Schedule A
Admissions Data/Documents

Data/Documents	AACRAO Recommendation	NNLSO Recommendation	Note
Admission letters (notices of admission)	5 years after graduation or non-attendance	Destroy at graduation or 5 years after non-attendance	
Denial and waitlist notifications	5 years after graduation or non-attendance	1 - 2 years	
Admission response/deposit form	None	Destroy when files transferred to Registrar	In most situations this will be electronic data
Applications for admission or readmission for matriculants	5 years after graduation	Permanent	
Applications for admission or readmission for non-matriculants		1 Year	
Character and fitness disclosures	None	Permanent	
Letters of recommendation	Until admitted	Destroy when files transferred to Registrar	Included in LSAC Report
Personal statement	None	Destroy after graduation or 5 years after non-attendance	Retain Permanently if relevant to moral character
Resumes	None	Destroy after graduation or 5 years after non-attendance	Retain Permanently if relevant to moral character
Student waivers for rights of access to see letter of recommendation for admission	Until terminated	Destroy when files transferred to Registrar	Included in LSAC Report
Test scores LSAT	5 years after graduation or date of last attendance	Permanent	Included in LSAC Report
Undergraduate transcripts – reflecting earned degree	5 years after graduation non-attendance	5 years after graduation non-attendance	
Military records	5 years after graduation non-attendance	5 years after graduation non-attendance	
Handwriting sample	None	Permanent	Included in LSAC Report
Undergraduate transcript unofficial	None	Destroy when files transferred to Registrar	Included in LSAC Report
Visiting students' applications for matriculants	1 year after application term	Permanent	

Data/Documents	AACRAO Recommendation	NNLSO Recommendation	Note
Visiting students' applications for non-matriculants	1 year after application term	1 year	
Visiting students' letters of good standing	1 year after application term	Destroy as part of degree audit or 5 years after non-attendance	

Retention Schedule B
Student Academic Records

Data/Documents	AACRAO Recommendation	NNLSO Recommendation	Note
Academic action authorizations and correspondence (dismissal, etc.)	5 years after graduation or date of last attendance	Permanent	May show on transcript
Academic records	Permanent	Permanent	
Applications for graduation	1 year after graduation or date of last attendance	1 year after graduation	
Changes of course (add/drop)	1 year after date submitted	1 year after date submitted or at graduation	
Change of grade forms	Permanent	Permanent	Should be stored with grade rosters
Class rosters	Permanent	None	
Class schedules (students')	1 year after graduation or date of last attendance	None	
Correspondence, probation form letters	None	Destroy as part of degree audit or 5 years after non-attendance	
Degree audit records	5 years after graduation or date of last attendance	3 months after graduation	If available online, there is no need to keep hard copies
Disciplinary action documents	See note 1	Permanent	See note 1
Disability accommodation documents		Permanent	For use with bar certification
Final examination questions, rosters, and other processing materials	None	1 year	ABA – 1 year
Final examinations answers (all formats)	None	1 year	ABA – 1 year
Grade reports (Registrars' copies)	1 year after date distributed	Permanent	
Hold or encumbrance authorization	Until released	Until released	
Incomplete request	None	Destroy when the 'I' grade is changed to a permanent grade	May be kept as permanent record with grade roster

Data/Documents	AACRAO Recommendation	NNLSO Recommendation	Note
Leave of absence	None	Destroy as part of degree audit or 5 years after non-attendance	Leave of absence are noted on student transcript
Letters of good standing	None	Destroy as part of degree audit or 5 years after non-attendance	Can determine good standing for any period based on student transcript
Name change authorizations	5 years after graduation or date of last attendance	Permanent if not on transcript or destroy at degree audit if on transcript	
Social Security number change documentation	None	Permanent	SSN changes are stored permanently in student information system
Transcript requests (student)	1 year after date submitted	1 year after date submitted	
Transfer credit evaluations	5 years after graduation or date of last attendance	Destroy as part of degree audit or 5 years after non-attendance	
Withdrawal authorizations	2 years after graduation or date of last attendance	Destroy as part of degree audit or 5 years after non-attendance	Withdraws are noted on student transcript

Note:

1. Disciplinary-action documents should be retained while in force. However, internal notes and documents related to any investigation should be retained separately, if at all, and then destroyed at the time of graduation.

Retention Schedule C
Certification Data/Documents

Data/Documents	AACRAO Recommendation	NNLSO Recommendation	ABA	Note:
Bar certifications	None	All certifications keep for one year; keep reportable incident certifications permanently		
Enrollment verifications	1 year after verification	Do not keep		Using the Clearinghouse
Social security certification	1 year after certification	Do not keep		
Veterans administration certifications	3 years after graduation or date of last attendance	Do not keep		

Retention Schedule D

Publications, Statistical Data/Documents, Institutional and Accreditation Reports

Data/Documents	AACRAO Recommendation	NNLSO Recommendation	Note:
ABA annual questionnaire	None	Permanent	
ABA site visit evaluation	None	Permanent	
Handbook/Catalog	Permanent	Permanent	Maintain in Registrars' Office, Library Archive, and online companies such as College Source
Census day statistics (Lock-on, ABA fall reporting)	None	Permanent	Maintain in Registrars' Office and Library Archive
Class rankings	None	Permanent	
Commencement program	Permanent	Permanent	Maintain in Registrars' Office, Library Archive and Development Office
Degree statistics	Permanent	Permanent	Maintain in Registrars' Office, Part of ABA Annual Report
Enrollment statistics	Permanent	Permanent	Maintain in Registrars' Office, Part of ABA Annual Report
Faculty evaluations	None	10 Years	Maintain in faculty personnel file
Grade statistics (distribution reports, etc.)	Permanent	None	

Data/Documents	AACRAO Recommendation	NNLSO Recommendation	Note:
Racial/ethnic statistics	Permanent	Permanent	Maintain in Registrars' Office, Part of ABA Annual Report
Schedule of classes	Permanent	Permanent	Maintain in Registrars' Office and Library Archive

Retention Schedule E

Family Educational Rights and Privacy Act Data/Documents

Data/Documents	AACRAO Recommendation	NNLSO Recommendation	Note:
Requests for formal hearings	Life of affected record	Permanent	
Requests and disclosures of personally identifiable information	Life of affected records	Permanent	
State bar examination pass/fail information and pass rates statistics	None	Permanent	Part of the ABA annual questionnaire
Students requests for nondisclosure of directory information	1 year after date submitted if so indicated in the college's policy statement	Destroy as part of degree audit	Maintain on student information system
Student statements on content of records regarding hearing panel decisions	Life of affected record	Permanent	
Student's written consent for records disclosure	Until termination by the student or life of affected record	Until termination by the student or life of affected record	
Waivers for rights of access	Until terminated by the student or life of affected record	Until termination by the student or life of affected record	
Written decisions of hearing panels	Life of affected record	Permanent	

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5	12/7/2012			09/25/15	00010164	Brightwood College	12/31/2017		
1	12/7/2012			01/19/17	00010164	Brightwood College	12/31/2017		
1	12/7/2012			01/19/17	00010164	Brightwood College	12/31/2017	00016302	Brightwood College
1	8/8/2014			06/28/17	00010190	EDIC College	12/31/2018		
3	8/8/2014			09/25/15	00010190	EDIC College	12/31/2018	00242406	EDIC College
3	8/8/2014			11/17/16	00010190	EDIC College	12/31/2018	00277540	EDIC College
5	12/31/2012			02/20/15	00010219	Altierus Career College	12/31/2018		
1	12/31/2012			10/12/16	00010219	Altierus Career College	12/31/2018		
1	12/11/2015			06/21/17	00010278	American National University	12/31/2019	00023466	American National University
1	12/11/2015			06/21/17	00010278	American National University	12/31/2019	00021196	American National University
1	12/11/2015			06/21/17	00010278	American National University	12/31/2019	00011138	American National University
1	12/11/2015			06/21/17	00010278	American National University	12/31/2019	00049448	American National University
1	12/11/2015			06/21/17	00010278	American National University	12/31/2019	00010947	American National University
1	12/11/2015			06/21/17	00010278	American National University	12/31/2019	00011121	American National University
1	12/11/2015			06/21/17	00010278	American National University	12/31/2019	00011176	American National University
1	12/11/2015			06/21/17	00010278	American National University	12/31/2019	00011184	American National University
1	12/11/2015			06/21/17	00010278	American National University	12/31/2019	00010139	American National University
3					00010278	American National University	12/31/2019	00010139	American National
1	12/11/2015			03/08/17	00010278	American National University	12/31/2019		
1	12/11/2015			06/21/17	00010278	American National University	12/31/2019		
1	12/11/2015			10/27/16	00010278	American National University	12/31/2019		
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019	00024698	Instituto de Banca y Comercio
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019	00021183	Instituto de Banca y Comercio
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019	00022990	Instituto de Banca y Comercio
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019	00018827	Instituto de Banca y Comercio
0	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019	00010922	Instituto de Banca y Comercio
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019	00033225	Instituto de Banca y Comercio
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019	00011144	Instituto de Banca y Comercio
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019	00010460	Instituto de Banca y Comercio
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019	00011162	Instituto de Banca y Comercio
5	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019	00011159	Instituto de Banca y Comercio
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	12/31/2019		
1	12/12/2014			02/01/17	00010355	Instituto de Banca y Comercio	12/31/2019		
5	12/7/2012			02/20/15	00011101	Altierus Career College	12/31/2018		
1	12/7/2012			02/16/17	00011101	Altierus Career College	12/31/2018		
2	4/11/2014			07/15/16	00011217	Daymar College	12/31/2018		
1	4/11/2014			08/30/16	00011217	Daymar College	12/31/2018		
1	4/11/2014			07/15/16	00011217	Daymar College	12/31/2018	00010278	Daymar College
2	4/11/2014			07/15/16	00011217	Daymar College	12/31/2018	00010251	Daymar College, Nashville, TN
2	4/11/2014			07/15/16	00011217	Daymar College	12/31/2018	00011305	Daymar College, Bowling Green, KY
2	4/11/2014			07/15/16	00011217	Daymar College	12/31/2018	00020977	Daymar College, Murfreesboro, TN
1	8/9/2013			06/21/17	00011238	American National University	12/31/2017		
1	8/9/2013			08/15/16	00011238	American National University	12/31/2017		
1	8/9/2013			06/21/17	00011238	American National University	12/31/2017	00010147	American National University
1	8/9/2013			06/21/17	00011238	American National University	12/31/2017	00010154	American National University
1	8/9/2013			06/21/17	00011238	American National University	12/31/2017	00010250	American National University
1	8/9/2013			06/21/17	00011238	American National University	12/31/2017	00010725	American National University
1	8/9/2013			06/21/17	00011238	American National University	12/31/2017	00010456	American National University

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1	8/9/2013			06/21/17	00011238	American National University	12/31/2017	00010250	American National University
1	8/9/2013			06/21/17	00011238	American National University	12/31/2017	00010456	American National University
1	8/9/2013			06/21/17	00011238	American National University	12/31/2017	00010725	American National University
1	8/9/2013			06/21/17	00011238	American National University	12/31/2017	00037761	American National
1	8/9/2013			06/21/17	00011238	American National University	12/31/2017	00037761	American National
5	4/12/2013			02/20/15	00011333	Altierus Career College	12/31/2018		
1	4/12/2013			02/16/17	00011333	Altierus Career College	12/31/2018		
1	4/12/2013			02/16/17	00011333	Altierus Career College	12/31/2018	00020754	Altierus Career College
1	12/11/2015			05/15/15	00023864	Southern States University	12/31/2020	00023862	Southern States University
1	12/11/2015			04/27/17	00023864	Southern States University	12/31/2020	00023862	Southern States University
1	12/11/2015			05/15/15	00023864	Southern States University	12/31/2020		
3	12/11/2015			07/15/16	00023864	Southern States University	12/31/2020		
5	8/4/2017			09/25/15	00024921	California Miramar University	12/31/2019	00149159	California Miramar University
1	8/4/2017			04/15/16	00024921	California Miramar University	12/31/2019		
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology	12/31/2018		
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology	12/31/2018		
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology	12/31/2018	00108398	SAE Institute of Technology-San Francisco, Emeryville, CA
1	8/7/2015			03/20/15	00048177	San Ignacio University	12/31/2020		
1	8/7/2015			10/16/15	00048177	San Ignacio University	12/31/2020		
3	8/7/2015			12/29/15	00048177	San Ignacio University	12/31/2020		
1	8/7/2015			04/14/16	00048177	San Ignacio University	12/31/2020		
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute	12/31/2017		
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute	12/31/2017		
5	4/12/2013			09/25/15	00171016	Brightwood College	12/31/2017		
1	4/12/2013			01/17/17	00171016	Brightwood College	12/31/2017		
1	4/12/2013			01/19/17	00171016	Brightwood College	12/31/2017		
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College	12/31/2017	00171052	Brightwood College
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College	12/31/2017	00171052	Brightwood College
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College	12/31/2017	00171052	Brightwood College
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College	12/31/2017		Brightwood College
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College	12/31/2017		Brightwood College
5	4/12/2013			09/25/15	00171034	Brightwood College	12/31/2017		
1	4/12/2013			03/07/17	00171034	Brightwood College	12/31/2017		
1	4/12/2013			01/19/17	00171049	Brightwood College	12/31/2017	00171037	Brightwood College
1	4/12/2013			01/09/17	00171049	Brightwood College	12/31/2017	00171037	Brightwood College
1	4/12/2013			01/09/17	00171049	Brightwood College	12/31/2017		
1	4/12/2013			01/19/17	00171049	Brightwood College	12/31/2017		
5	4/12/2013			09/25/15	00171049	Brightwood College	12/31/2017		
5	4/12/2013			09/25/15	00173481	Brightwood College	12/31/2017		
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1	4/12/2013			01/19/17	00173481	Brightwood College	12/31/2017		
1	4/12/2013			01/09/17	00173481	Brightwood College	12/31/2017	00170962	Brightwood College
1	4/12/2013			01/19/17	00173481	Brightwood College	12/31/2017	00170962	Brightwood College
5	8/9/2013			09/25/15	00173484	Brightwood College	12/31/2017		
1	8/9/2013			01/19/17	00173484	Brightwood College	12/31/2017		
1	8/9/2013			01/09/17	00173484	Brightwood College	12/31/2017		
1	8/9/2013			01/19/17	00173484	Brightwood College	12/31/2017	00170989	Brightwood College
1	8/9/2013			01/19/17	00173484	Brightwood College	12/31/2017	00171025	Brightwood College
1	8/9/2013			01/09/17	00173484	Brightwood College	12/31/2017	00171025	Brightwood College
1	8/9/2013			01/09/17	00173484	Brightwood College	12/31/2017	00170989	Brightwood College
1	8/9/2013			01/09/17	00173484	Brightwood College	12/31/2017	00171001	Brightwood College
1	8/9/2013			01/19/17	00173484	Brightwood College	12/31/2017	00171001	Brightwood College
2	12/12/2014	Visit Reqd	12/8/2015	03/20/15	00179009	Miami Regional University	12/31/2018	00179004	Management Resources
4	12/12/2014	Visit Reqd	12/8/2015	11/20/15	00179009	Miami Regional University	12/31/2018	00179004	Management Resources College
0	8/7/2015			12/29/15	00262761	Madison Media Institute	12/31/2019	00262737	Minneapolis Media Institute
0	8/7/2015			12/29/15	00262761	Madison Media Institute	12/31/2019	00262833	Rockford Career College
1	8/7/2015			03/16/17	00262761	Madison Media Institute	12/31/2019	00262833	Rockford Career College
2	8/7/2015			02/19/16	00262761	Madison Media Institute	12/31/2019	00262833	Rockford Career College
2	8/7/2015			07/15/16	00262761	Madison Media Institute	12/31/2019	00262737	Minneapolis Media Institute
2	8/7/2015			12/29/15	00262761	Madison Media Institute	12/31/2019		

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							(Excluding current request) Total # of BC	(Excluding current request) Total # of LS
5	12/7/2012			09/25/15	00010164	Brightwood College	1	0
1	12/7/2012			01/19/17	00010164	Brightwood College	1	0
1	12/7/2012			01/19/17	00010164	Brightwood College	1	0
1	8/8/2014			06/28/17	00010190	EDIC College	2	1
3	8/8/2014			09/25/15	00010190	EDIC College	2	1
3	8/8/2014			11/17/16	00010190	EDIC College	2	1
5	12/31/2012			02/20/15	00010219	Altierus Career College	1	0
1	12/31/2012			10/12/16	00010219	Altierus Career College	1	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
3					00010278	American National University	9	0
1	12/11/2015			03/08/17	00010278	American National University	9	0
1	12/11/2015			06/21/17	00010278	American National University	9	0
1	12/11/2015			10/27/16	00010278	American National University	9	0
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
0	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
5	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	14	1
1	12/12/2014			02/01/17	00010355	Instituto de Banca y Comercio	14	1
5	12/7/2012			02/20/15	00011101	Altierus Career College	0	0
1	12/7/2012			02/16/17	00011101	Altierus Career College	0	0
2	4/11/2014			07/15/16	00011217	Daymar College	4	1
1	4/11/2014			08/30/16	00011217	Daymar College	4	1
1	4/11/2014			07/15/16	00011217	Daymar College	4	1
2	4/11/2014			07/15/16	00011217	Daymar College	4	1
2	4/11/2014			07/15/16	00011217	Daymar College	4	1
2	4/11/2014			07/15/16	00011217	Daymar College	4	1
1	8/9/2013			06/21/17	00011238	American National University	6	0
1	8/9/2013			08/15/16	00011238	American National University	6	0
1	8/9/2013			06/21/17	00011238	American National University	6	0
1	8/9/2013			06/21/17	00011238	American National University	6	0
1	8/9/2013			06/21/17	00011238	American National University	6	0
1	8/9/2013			06/21/17	00011238	American National University	6	0
1	8/9/2013			06/21/17	00011238	American National University	6	0

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							(Excluding current request) Total # of BC	(Excluding current request) Total # of LS
1	8/9/2013			06/21/17	00011238	American National University	6	0
1	8/9/2013			06/21/17	00011238	American National University	6	0
1	8/9/2013			06/21/17	00011238	American National University	6	0
1	8/9/2013			06/21/17	00011238	American National University	6	0
1	8/9/2013			06/21/17	00011238	American National University	6	0
5	4/12/2013			02/20/15	00011333	Altierus Career College	1	0
1	4/12/2013			02/16/17	00011333	Altierus Career College	1	0
1	4/12/2013			02/16/17	00011333	Altierus Career College	1	0
1	12/11/2015			05/15/15	00023864	Southern States University	2	3
1	12/11/2015			04/27/17	00023864	Southern States University	2	3
1	12/11/2015			05/15/15	00023864	Southern States University	2	3
3	12/11/2015			07/15/16	00023864	Southern States University	2	3
5	8/4/2017			09/25/15	00024921	California Miramar University	1	2
1	8/4/2017			04/15/16	00024921	California Miramar University	1	2
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology	1	0
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology	1	0
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology	1	0
1	8/7/2015			03/20/15	00048177	San Ignacio University	0	1
1	8/7/2015			10/16/15	00048177	San Ignacio University	0	1
3	8/7/2015			12/29/15	00048177	San Ignacio University	0	1
1	8/7/2015			04/14/16	00048177	San Ignacio University	0	1
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute	0	0
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute	0	0
5	4/12/2013			09/25/15	00171016	Brightwood College	0	0
1	4/12/2013			01/17/17	00171016	Brightwood College	0	0
1	4/12/2013			01/19/17	00171016	Brightwood College	0	0
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College	1	0
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College	1	0
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College	1	0
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College	1	0
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College	1	0
5	4/12/2013			09/25/15	00171034	Brightwood College	1	6
1	4/12/2013			03/07/17	00171034	Brightwood College	1	6
1	4/12/2013			01/19/17	00171049	Brightwood College	1	0
1	4/12/2013			01/09/17	00171049	Brightwood College	1	0
1	4/12/2013			01/09/17	00171049	Brightwood College	1	0
1	4/12/2013			01/19/17	00171049	Brightwood College	1	0
5	4/12/2013			09/25/15	00171049	Brightwood College	1	0
5	4/12/2013			09/25/15	00173481	Brightwood College	1	0
1	4/12/2013			01/09/17	00173481	Brightwood College	1	0
1	4/12/2013			01/19/17	00173481	Brightwood College	1	0
1	4/12/2013			01/09/17	00173481	Brightwood College	1	0
5	8/9/2013			09/25/15	00173484	Brightwood College	3	0
1	8/9/2013			01/19/17	00173484	Brightwood College	3	0
1	8/9/2013			01/09/17	00173484	Brightwood College	3	0
1	8/9/2013			01/19/17	00173484	Brightwood College	3	0
1	8/9/2013			01/19/17	00173484	Brightwood College	3	0
1	8/9/2013			01/09/17	00173484	Brightwood College	3	0
1	8/9/2013			01/09/17	00173484	Brightwood College	3	0
1	8/9/2013			01/09/17	00173484	Brightwood College	3	0
1	8/9/2013			01/09/17	00173484	Brightwood College	3	0
1	8/9/2013			01/19/17	00173484	Brightwood College	3	0
2	12/12/2014	Visit Reqd	12/8/2015	03/20/15	00179009	Miami Regional University	0	0
4	12/12/2014	Visit Reqd	12/8/2015	11/20/15	00179009	Miami Regional University	0	0
0	8/7/2015			12/29/15	00262761	Madison Media Institute	2	1
0	8/7/2015			12/29/15	00262761	Madison Media Institute	2	1
1	8/7/2015			03/16/17	00262761	Madison Media Institute	2	1
2	8/7/2015			02/19/16	00262761	Madison Media Institute	2	1
2	8/7/2015			07/15/16	00262761	Madison Media Institute	2	1
2	8/7/2015			12/29/15	00262761	Madison Media Institute	2	1

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									1	3
									Within past 2-5 calendar years	Within past calendar year
1	8/9/2013			06/21/17	00011238	American National University				
1	8/9/2013			06/21/17	00011238	American National University				
1	8/9/2013			06/21/17	00011238	American National University				
1	8/9/2013			06/21/17	00011238	American National University				
1	8/9/2013			06/21/17	00011238	American National University				
5	4/12/2013			02/20/15	00011333	Altierus Career College				
1	4/12/2013			02/16/17	00011333	Altierus Career College				
1	4/12/2013			02/16/17	00011333	Altierus Career College				
1	12/11/2015			05/15/15	00023864	Southern States University				
1	12/11/2015			04/27/17	00023864	Southern States University				
1	12/11/2015			05/15/15	00023864	Southern States University				
3	12/11/2015			07/15/16	00023864	Southern States University				
5	8/4/2017			09/25/15	00024921	California Miramar University				
1	8/4/2017			04/15/16	00024921	California Miramar University				
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology	QFR	2015 - Deferral		
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology				
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology	QFR			
1	8/7/2015			03/20/15	00048177	San Ignacio University				
1	8/7/2015			10/16/15	00048177	San Ignacio University				
3	8/7/2015			12/29/15	00048177	San Ignacio University				
1	8/7/2015			04/14/16	00048177	San Ignacio University				
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute				
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute				
5	4/12/2013			09/25/15	00171016	Brightwood College				
1	4/12/2013			01/17/17	00171016	Brightwood College				
1	4/12/2013			01/19/17	00171016	Brightwood College				
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College				
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College				
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College				
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College				
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College				
5	4/12/2013			09/25/15	00171034	Brightwood College				
1	4/12/2013			03/07/17	00171034	Brightwood College				
1	4/12/2013			01/19/17	00171049	Brightwood College				
1	4/12/2013			01/09/17	00171049	Brightwood College				
1	4/12/2013			01/09/17	00171049	Brightwood College				
1	4/12/2013			01/19/17	00171049	Brightwood College				
5	4/12/2013			09/25/15	00171049	Brightwood College				
5	4/12/2013			09/25/15	00173481	Brightwood College				
1	4/12/2013			01/09/17	00173481	Brightwood College				
1	4/12/2013			01/19/17	00173481	Brightwood College				
1	4/12/2013			01/09/17	00173481	Brightwood College				
1	4/12/2013			01/19/17	00173481	Brightwood College				
5	8/9/2013			09/25/15	00173484	Brightwood College				
1	8/9/2013			01/19/17	00173484	Brightwood College				
1	8/9/2013			01/09/17	00173484	Brightwood College				
1	8/9/2013			01/19/17	00173484	Brightwood College				
1	8/9/2013			01/19/17	00173484	Brightwood College				
1	8/9/2013			01/09/17	00173484	Brightwood College				
1	8/9/2013			01/09/17	00173484	Brightwood College				
1	8/9/2013			01/09/17	00173484	Brightwood College				
1	8/9/2013			01/09/17	00173484	Brightwood College				
1	8/9/2013			01/19/17	00173484	Brightwood College				
2	12/12/2014	Visit Req'd	12/8/2015	03/20/15	00179009	Miami Regional University				
4	12/12/2014	Visit Req'd	12/8/2015	11/20/15	00179009	Miami Regional University				
0	8/7/2015			12/29/15	00262761	Madison Media Institute	QFR			
0	8/7/2015			12/29/15	00262761	Madison Media Institute	QFR			
1	8/7/2015			03/16/17	00262761	Madison Media Institute	QFR			
2	8/7/2015			02/19/16	00262761	Madison Media Institute	QFR			
2	8/7/2015			07/15/16	00262761	Madison Media Institute	QFR			
2	8/7/2015			12/29/15	00262761	Madison Media Institute	QFR			

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd.	Date of Action	ACICS ID	Name (Main):	Minimum	Moderate
							1	3
							If previously accredited prior to ACICS	If not accredited prior to ACICS
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
5	4/12/2013			02/20/15	00011333	Altierus Career College		
1	4/12/2013			02/16/17	00011333	Altierus Career College		
1	4/12/2013			02/16/17	00011333	Altierus Career College		
1	12/11/2015			05/15/15	00023864	Southern States University		
1	12/11/2015			04/27/17	00023864	Southern States University		
1	12/11/2015			05/15/15	00023864	Southern States University		
3	12/11/2015			07/15/16	00023864	Southern States University		
5	8/4/2017			09/25/15	00024921	California Miramar University		
1	8/4/2017			04/15/16	00024921	California Miramar University		
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology		
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology		
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology		
1	8/7/2015			03/20/15	00048177	San Ignacio University		
1	8/7/2015			10/16/15	00048177	San Ignacio University		
3	8/7/2015			12/29/15	00048177	San Ignacio University		
1	8/7/2015			04/14/16	00048177	San Ignacio University		
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute		
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute		
5	4/12/2013			09/25/15	00171016	Brightwood College		
1	4/12/2013			01/17/17	00171016	Brightwood College		
1	4/12/2013			01/19/17	00171016	Brightwood College		
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College		
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College		
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College		
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College		
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College		
5	4/12/2013			09/25/15	00171034	Brightwood College		
1	4/12/2013			03/07/17	00171034	Brightwood College		
1	4/12/2013			01/19/17	00171049	Brightwood College		
1	4/12/2013			01/09/17	00171049	Brightwood College		
1	4/12/2013			01/09/17	00171049	Brightwood College		
1	4/12/2013			01/19/17	00171049	Brightwood College		
5	4/12/2013			09/25/15	00171049	Brightwood College		
5	4/12/2013			09/25/15	00173481	Brightwood College		
1	4/12/2013			01/09/17	00173481	Brightwood College		
1	4/12/2013			01/19/17	00173481	Brightwood College		
1	4/12/2013			01/09/17	00173481	Brightwood College		
1	4/12/2013			01/19/17	00173481	Brightwood College		
5	8/9/2013			09/25/15	00173484	Brightwood College		
1	8/9/2013			01/19/17	00173484	Brightwood College		
1	8/9/2013			01/09/17	00173484	Brightwood College		
1	8/9/2013			01/19/17	00173484	Brightwood College		
1	8/9/2013			01/19/17	00173484	Brightwood College		
1	8/9/2013			01/09/17	00173484	Brightwood College		
1	8/9/2013			01/09/17	00173484	Brightwood College		
1	8/9/2013			01/09/17	00173484	Brightwood College		
1	8/9/2013			01/09/17	00173484	Brightwood College		
1	8/9/2013			01/19/17	00173484	Brightwood College		
2	12/12/2014	Visit Req'd	12/8/2015	03/20/15	00179009	Miami Regional University	1	
4	12/12/2014	Visit Req'd	12/8/2015	11/20/15	00179009	Miami Regional University		
0	8/7/2015			12/29/15	00262761	Madison Media Institute		
0	8/7/2015			12/29/15	00262761	Madison Media Institute		
1	8/7/2015			03/16/17	00262761	Madison Media Institute		
2	8/7/2015			02/19/16	00262761	Madison Media Institute	1	
2	8/7/2015			07/15/16	00262761	Madison Media Institute	1	
2	8/7/2015			12/29/15	00262761	Madison Media Institute	1	

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2-2-101(a): Change of Mission

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							Minimum 1	Moderate 3	Substantial 5
							Does not impact intent of the current mission	Changed statement & some but not all objectives.	Changed statement and all objectives.
5	12/7/2012			09/25/15	00010164	Brightwood College			
1	12/7/2012			01/19/17	00010164	Brightwood College			
1	12/7/2012			01/19/17	00010164	Brightwood College			
1	8/8/2014			06/28/17	00010190	EDIC College			
3	8/8/2014			09/25/15	00010190	EDIC College		3	
3	8/8/2014			11/17/16	00010190	EDIC College			
5	12/31/2012			02/20/15	00010219	Altierus Career College			
1	12/31/2012			10/12/16	00010219	Altierus Career College			
1	12/11/2015			06/21/17	00010278	American National University	1		
1	12/11/2015			06/21/17	00010278	American National University	1		
1	12/11/2015			06/21/17	00010278	American National University	1		
1	12/11/2015			06/21/17	00010278	American National University	1		
1	12/11/2015			06/21/17	00010278	American National University	1		
1	12/11/2015			06/21/17	00010278	American National University	1		
1	12/11/2015			06/21/17	00010278	American National University	1		
1	12/11/2015			06/21/17	00010278	American National University	1		
1	12/11/2015			06/21/17	00010278	American National University	1		
1	12/11/2015			06/21/17	00010278	American National University	1		
3					00010278	American National University			
1	12/11/2015			03/08/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University	1		
1	12/11/2015			10/27/16	00010278	American National University			
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
0	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
5	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
1	12/12/2014			02/01/17	00010355	Instituto de Banca y Comercio			
5	12/7/2012			02/20/15	00011101	Altierus Career College			
1	12/7/2012			02/16/17	00011101	Altierus Career College			
2	4/11/2014			07/15/16	00011217	Daymar College			
1	4/11/2014			08/30/16	00011217	Daymar College			
1	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
1	8/9/2013			06/21/17	00011238	American National University	1		
1	8/9/2013			08/15/16	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University	1		
1	8/9/2013			06/21/17	00011238	American National University	1		
1	8/9/2013			06/21/17	00011238	American National University	1		
1	8/9/2013			06/21/17	00011238	American National University	1		
1	8/9/2013			06/21/17	00011238	American National University	1		

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action	ACICS ID	Name (Main):	Minimum	Moderate	Substantial
							1	3	5
							Does not impact intent of the current mission	Changed statement & some but not all objectives.	Changed statement and all objectives.
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University	1		
5	4/12/2013			02/20/15	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	12/11/2015			05/15/15	00023864	Southern States University			
1	12/11/2015			04/27/17	00023864	Southern States University			
1	12/11/2015			05/15/15	00023864	Southern States University			
3	12/11/2015			07/15/16	00023864	Southern States University			
5	8/4/2017			09/25/15	00024921	California Miramar University			5
1	8/4/2017			04/15/16	00024921	California Miramar University			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
1	8/7/2015			03/20/15	00048177	San Ignacio University			
1	8/7/2015			10/16/15	00048177	San Ignacio University			
3	8/7/2015			12/29/15	00048177	San Ignacio University			
1	8/7/2015			04/14/16	00048177	San Ignacio University			
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute			
5	4/12/2013			09/25/15	00171016	Brightwood College			
1	4/12/2013			01/17/17	00171016	Brightwood College			
1	4/12/2013			01/19/17	00171016	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College			
5	4/12/2013			09/25/15	00171034	Brightwood College			
1	4/12/2013			03/07/17	00171034	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
5	4/12/2013			09/25/15	00171049	Brightwood College			
5	4/12/2013			09/25/15	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
5	8/9/2013			09/25/15	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
2	12/12/2014	Visit Req'd	12/8/2015	03/20/15	00179009	Miami Regional University			
4	12/12/2014	Visit Req'd	12/8/2015	11/20/15	00179009	Miami Regional University			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
1	8/7/2015			03/16/17	00262761	Madison Media Institute			
2	8/7/2015			02/19/16	00262761	Madison Media Institute			
2	8/7/2015			07/15/16	00262761	Madison Media Institute			
2	8/7/2015			12/29/15	00262761	Madison Media Institute			

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	Substantial	Minimum	Moderate
							5	1	3
							Any COO or COC *	If 1 new area of study *	If 2 or more new areas of study *
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
5	4/12/2013			02/20/15	00011333	Altierus Career College	5		
1	4/12/2013			02/16/17	00011333	Altierus Career College		1	
1	4/12/2013			02/16/17	00011333	Altierus Career College		1	
1	12/11/2015			05/15/15	00023864	Southern States University		1	
1	12/11/2015			04/27/17	00023864	Southern States University		1	
1	12/11/2015			05/15/15	00023864	Southern States University		1	
3	12/11/2015			07/15/16	00023864	Southern States University			
5	8/4/2017			09/25/15	00024921	California Miramar University			
1	8/4/2017			04/15/16	00024921	California Miramar University			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology		1	
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology		1	
1	8/7/2015			03/20/15	00048177	San Ignacio University			
1	8/7/2015			10/16/15	00048177	San Ignacio University		1	
3	8/7/2015			12/29/15	00048177	San Ignacio University			
1	8/7/2015			04/14/16	00048177	San Ignacio University		1	
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute		1	
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute	5		
5	4/12/2013			09/25/15	00171016	Brightwood College	5		
1	4/12/2013			01/17/17	00171016	Brightwood College			
1	4/12/2013			01/19/17	00171016	Brightwood College		1	
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College		1	
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College		1	
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College		1	
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College	5		
5	4/12/2013			09/25/15	00171034	Brightwood College	5		
1	4/12/2013			03/07/17	00171034	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College		1	
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College		1	
5	4/12/2013			09/25/15	00171049	Brightwood College	5		
5	4/12/2013			09/25/15	00173481	Brightwood College	5		
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College		1	
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College		1	
5	8/9/2013			09/25/15	00173484	Brightwood College	5		
1	8/9/2013			01/19/17	00173484	Brightwood College		1	
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College		1	
1	8/9/2013			01/19/17	00173484	Brightwood College		1	
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College		1	
2	12/12/2014	Visit Req'd	12/8/2015	03/20/15	00179009	Miami Regional University			
4	12/12/2014	Visit Req'd	12/8/2015	11/20/15	00179009	Miami Regional University			
0	8/7/2015			12/29/15	00262761	Madison Media Institute		0	
0	8/7/2015			12/29/15	00262761	Madison Media Institute		0	
1	8/7/2015			03/16/17	00262761	Madison Media Institute		1	
2	8/7/2015			02/19/16	00262761	Madison Media Institute		1	
2	8/7/2015			07/15/16	00262761	Madison Media Institute		1	
2	8/7/2015			12/29/15	00262761	Madison Media Institute		1	

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2-2-101(d): Addition of programs representing existing delivery method DE

Filter for total points per main

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Minimum	Moderate	Substantial
1	3	5

POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	<50% of programs via hybrid model	>50% of programs via hybrid model	<50% of programs via 100% online
5	12/7/2012			09/25/15	00010164	Brightwood College			
1	12/7/2012			01/19/17	00010164	Brightwood College			
1	12/7/2012			01/19/17	00010164	Brightwood College			
1	8/8/2014			06/28/17	00010190	EDIC College			
3	8/8/2014			09/25/15	00010190	EDIC College			
3	8/8/2014			11/17/16	00010190	EDIC College			
5	12/31/2012			02/20/15	00010219	Altierus Career College			
1	12/31/2012			10/12/16	00010219	Altierus Career College			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
3					00010278	American National University			
1	12/11/2015			03/08/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			10/27/16	00010278	American National University			
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
0	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
5	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
1	12/12/2014			02/01/17	00010355	Instituto de Banca y Comercio			
5	12/7/2012			02/20/15	00011101	Altierus Career College			
1	12/7/2012			02/16/17	00011101	Altierus Career College			
2	4/11/2014			07/15/16	00011217	Daymar College			
1	4/11/2014			08/30/16	00011217	Daymar College			
1	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			08/15/16	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	Minimum	Moderate	Substantial
							1	3	5
							<50% of programs via hybrid model	>50% of programs via hybrid model	<50% of programs via 100% online
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
5	4/12/2013			02/20/15	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	12/11/2015			05/15/15	00023864	Southern States University			
1	12/11/2015			04/27/17	00023864	Southern States University			
1	12/11/2015			05/15/15	00023864	Southern States University			
3	12/11/2015			07/15/16	00023864	Southern States University			
5	8/4/2017			09/25/15	00024921	California Miramar University			
1	8/4/2017			04/15/16	00024921	California Miramar University			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
1	8/7/2015			03/20/15	00048177	San Ignacio University			
1	8/7/2015			10/16/15	00048177	San Ignacio University			
3	8/7/2015			12/29/15	00048177	San Ignacio University			
1	8/7/2015			04/14/16	00048177	San Ignacio University			
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute			
5	4/12/2013			09/25/15	00171016	Brightwood College			
1	4/12/2013			01/17/17	00171016	Brightwood College			
1	4/12/2013			01/19/17	00171016	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College			
5	4/12/2013			09/25/15	00171034	Brightwood College			
1	4/12/2013			03/07/17	00171034	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
5	4/12/2013			09/25/15	00171049	Brightwood College			
5	4/12/2013			09/25/15	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
5	8/9/2013			09/25/15	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
2	12/12/2014	Visit Reqd	12/8/2015	03/20/15	00179009	Miami Regional University			
4	12/12/2014	Visit Reqd	12/8/2015	11/20/15	00179009	Miami Regional University	1		
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
1	8/7/2015			03/16/17	00262761	Madison Media Institute			
2	8/7/2015			02/19/16	00262761	Madison Media Institute			
2	8/7/2015			07/15/16	00262761	Madison Media Institute			
2	8/7/2015			12/29/15	00262761	Madison Media Institute			

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	Significant	Minimum	Moderate
							10	1	3
							>50% of program via 100% online	Credential is 1 higher *	Credential is 2 or > higher *
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
5	4/12/2013			02/20/15	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	12/11/2015			05/15/15	00023864	Southern States University			
1	12/11/2015			04/27/17	00023864	Southern States University			
1	12/11/2015			05/15/15	00023864	Southern States University			
3	12/11/2015			07/15/16	00023864	Southern States University			
5	8/4/2017			09/25/15	00024921	California Miramar University			
1	8/4/2017			04/15/16	00024921	California Miramar University			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology		1	
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology		1	
1	8/7/2015			03/20/15	00048177	San Ignacio University		1	
1	8/7/2015			10/16/15	00048177	San Ignacio University			
3	8/7/2015			12/29/15	00048177	San Ignacio University			3
1	8/7/2015			04/14/16	00048177	San Ignacio University			
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute			
5	4/12/2013			09/25/15	00171016	Brightwood College			
1	4/12/2013			01/17/17	00171016	Brightwood College			
1	4/12/2013			01/19/17	00171016	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College			
5	4/12/2013			09/25/15	00171034	Brightwood College			
1	4/12/2013			03/07/17	00171034	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
5	4/12/2013			09/25/15	00171049	Brightwood College			
5	4/12/2013			09/25/15	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
5	8/9/2013			09/25/15	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
2	12/12/2014	Visit Req'd	12/8/2015	03/20/15	00179009	Miami Regional University		1	
4	12/12/2014	Visit Req'd	12/8/2015	11/20/15	00179009	Miami Regional University			3
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
1	8/7/2015			03/16/17	00262761	Madison Media Institute			
2	8/7/2015			02/19/16	00262761	Madison Media Institute			
2	8/7/2015			07/15/16	00262761	Madison Media Institute			
2	8/7/2015			12/29/15	00262761	Madison Media Institute			

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Filter for
total points
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196

Programs at
level

2-2-101(f):
Change from
clock hrs to
credit hrs

Substantial
5

Minimum
1

POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	If scope expands to doctoral level	If first CCHC *
5	12/7/2012			09/25/15	00010164	Brightwood College		
1	12/7/2012			01/19/17	00010164	Brightwood College		
1	12/7/2012			01/19/17	00010164	Brightwood College		
1	8/8/2014			06/28/17	00010190	EDIC College		
3	8/8/2014			09/25/15	00010190	EDIC College		
3	8/8/2014			11/17/16	00010190	EDIC College		
5	12/31/2012			02/20/15	00010219	Altierus Career College		
1	12/31/2012			10/12/16	00010219	Altierus Career College		
1	12/11/2015			06/21/17	00010278	American National University		
1	12/11/2015			06/21/17	00010278	American National University		
1	12/11/2015			06/21/17	00010278	American National University		
1	12/11/2015			06/21/17	00010278	American National University		
1	12/11/2015			06/21/17	00010278	American National University		
1	12/11/2015			06/21/17	00010278	American National University		
1	12/11/2015			06/21/17	00010278	American National University		
1	12/11/2015			06/21/17	00010278	American National University		
1	12/11/2015			06/21/17	00010278	American National University		
1	12/11/2015			06/21/17	00010278	American National University		
3	12/11/2015			03/08/17	00010278	American National University		
1	12/11/2015			06/21/17	00010278	American National University		
1	12/11/2015			10/27/16	00010278	American National University		
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
0	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
5	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio		
1	12/12/2014			02/01/17	00010355	Instituto de Banca y Comercio		
5	12/7/2012			02/20/15	00011101	Altierus Career College		
1	12/7/2012			02/16/17	00011101	Altierus Career College		
2	4/11/2014			07/15/16	00011217	Daymar College		
1	4/11/2014			08/30/16	00011217	Daymar College		
1	4/11/2014			07/15/16	00011217	Daymar College		
2	4/11/2014			07/15/16	00011217	Daymar College		
2	4/11/2014			07/15/16	00011217	Daymar College		
2	4/11/2014			07/15/16	00011217	Daymar College		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			08/15/16	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		

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credit hrs

Substantial	Minimum
5	1

POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	If scope expands to doctoral level	If first CCIC *
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
1	8/9/2013			06/21/17	00011238	American National University		
5	4/12/2013			02/20/15	00011333	Altierus Career College		
1	4/12/2013			02/16/17	00011333	Altierus Career College		
1	4/12/2013			02/16/17	00011333	Altierus Career College		
1	12/11/2015			05/15/15	00023864	Southern States University		
1	12/11/2015			04/27/17	00023864	Southern States University		
1	12/11/2015			05/15/15	00023864	Southern States University		
3	12/11/2015			07/15/16	00023864	Southern States University		
5	8/4/2017			09/25/15	00024921	California Miramar University		
1	8/4/2017			04/15/16	00024921	California Miramar University		
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology		
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology		
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology		
1	8/7/2015			03/20/15	00048177	San Ignacio University		
1	8/7/2015			10/16/15	00048177	San Ignacio University		
3	8/7/2015			12/29/15	00048177	San Ignacio University		
1	8/7/2015			04/14/16	00048177	San Ignacio University		
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute		
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute		
5	4/12/2013			09/25/15	00171016	Brightwood College		
1	4/12/2013			01/17/17	00171016	Brightwood College		
1	4/12/2013			01/19/17	00171016	Brightwood College		
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College		
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College		
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College		
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College		
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College		
5	4/12/2013			09/25/15	00171034	Brightwood College		
1	4/12/2013			03/07/17	00171034	Brightwood College		
1	4/12/2013			01/19/17	00171049	Brightwood College		
1	4/12/2013			01/09/17	00171049	Brightwood College		
1	4/12/2013			01/09/17	00171049	Brightwood College		
1	4/12/2013			01/19/17	00171049	Brightwood College		
5	4/12/2013			09/25/15	00171049	Brightwood College		
5	4/12/2013			09/25/15	00173481	Brightwood College		
1	4/12/2013			01/09/17	00173481	Brightwood College		
1	4/12/2013			01/19/17	00173481	Brightwood College		
1	4/12/2013			01/09/17	00173481	Brightwood College		
1	4/12/2013			01/19/17	00173481	Brightwood College		
5	8/9/2013			09/25/15	00173484	Brightwood College		
1	8/9/2013			01/19/17	00173484	Brightwood College		
1	8/9/2013			01/09/17	00173484	Brightwood College		
1	8/9/2013			01/19/17	00173484	Brightwood College		
1	8/9/2013			01/19/17	00173484	Brightwood College		
1	8/9/2013			01/19/17	00173484	Brightwood College		
1	8/9/2013			01/09/17	00173484	Brightwood College		
1	8/9/2013			01/09/17	00173484	Brightwood College		
1	8/9/2013			01/19/17	00173484	Brightwood College		
2	12/12/2014	Visit Req'd	12/8/2015	03/20/15	00179009	Miami Regional University		
4	12/12/2014	Visit Req'd	12/8/2015	11/20/15	00179009	Miami Regional University		
0	8/7/2015			12/29/15	00262761	Madison Media Institute		
0	8/7/2015			12/29/15	00262761	Madison Media Institute		
1	8/7/2015			03/16/17	00262761	Madison Media Institute		
2	8/7/2015			02/19/16	00262761	Madison Media Institute		
2	8/7/2015			07/15/16	00262761	Madison Media Institute		
2	8/7/2015			12/29/15	00262761	Madison Media Institute		

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	Minimum	Moderate	Substantial
							1	3	5
							<i>If < 25% of programs are revised 25% or > *</i>	<i>If 25% to 50% of programs are revised 25% or > *</i>	<i>If 50% to 75% of programs are revised 25% or > *</i>
1	8/9/2013			06/21/17	00011238	American National University	1		
1	8/9/2013			06/21/17	00011238	American National University	1		
1	8/9/2013			06/21/17	00011238	American National University	1		
1	8/9/2013			06/21/17	00011238	American National University	1		
1	8/9/2013			06/21/17	00011238	American National University	1		
5	4/12/2013			02/20/15	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	12/11/2015			05/15/15	00023864	Southern States University			
1	12/11/2015			04/27/17	00023864	Southern States University			
1	12/11/2015			05/15/15	00023864	Southern States University			
3	12/11/2015			07/15/16	00023864	Southern States University			
5	8/4/2017			09/25/15	00024921	California Miramar University			
1	8/4/2017			04/15/16	00024921	California Miramar University			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology		3	
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
1	8/7/2015			03/20/15	00048177	San Ignacio University			
1	8/7/2015			10/16/15	00048177	San Ignacio University			
3	8/7/2015			12/29/15	00048177	San Ignacio University			
1	8/7/2015			04/14/16	00048177	San Ignacio University			
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute			
5	4/12/2013			09/25/15	00171016	Brightwood College			
1	4/12/2013			01/17/17	00171016	Brightwood College	1		
1	4/12/2013			01/19/17	00171016	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College		1	
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College			
5	4/12/2013			09/25/15	00171034	Brightwood College			
1	4/12/2013			03/07/17	00171034	Brightwood College	1		
1	4/12/2013			01/19/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College	1		
1	4/12/2013			01/09/17	00171049	Brightwood College	1		
1	4/12/2013			01/19/17	00171049	Brightwood College			
5	4/12/2013			09/25/15	00171049	Brightwood College			
5	4/12/2013			09/25/15	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College	1		
1	4/12/2013			01/19/17	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College	1		
1	4/12/2013			01/19/17	00173481	Brightwood College			
5	8/9/2013			09/25/15	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College	1		
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College	1		
1	8/9/2013			01/09/17	00173484	Brightwood College	1		
1	8/9/2013			01/09/17	00173484	Brightwood College	1		
1	8/9/2013			01/09/17	00173484	Brightwood College	1		
1	8/9/2013			01/19/17	00173484	Brightwood College			
2	12/12/2014	Visit Req'd	12/8/2015	03/20/15	00179009	Miami Regional University			
4	12/12/2014	Visit Req'd	12/8/2015	11/20/15	00179009	Miami Regional University			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
1	8/7/2015			03/16/17	00262761	Madison Media Institute			
2	8/7/2015			02/19/16	00262761	Madison Media Institute			
2	8/7/2015			07/15/16	00262761	Madison Media Institute			
2	8/7/2015			12/29/15	00262761	Madison Media Institute			

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd.	Date of Action:	ACICS ID:	Name (Main):	2-2-101(h): Acquisition of a branch campus		
							programs		
							Significant 10	Minimum 1	
							If 75% of > of programs are revised 25% or > *	If institutional growth > 0% to 50% *	If institutional growth > 50% or > *
5	12/7/2012			09/25/15	00010164	Brightwood College			
1	12/7/2012			01/19/17	00010164	Brightwood College			
1	12/7/2012			01/19/17	00010164	Brightwood College			
1	8/8/2014			06/28/17	00010190	EDIC College			
3	8/8/2014			09/25/15	00010190	EDIC College			
3	8/8/2014			11/17/16	00010190	EDIC College			
5	12/31/2012			02/20/15	00010219	Altierus Career College			
1	12/31/2012			10/12/16	00010219	Altierus Career College			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
3	12/11/2015			03/08/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			10/27/16	00010278	American National University			
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
0	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
5	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
1	12/12/2014			02/01/17	00010355	Instituto de Banca y Comercio			
5	12/7/2012			02/20/15	00011101	Altierus Career College			
1	12/7/2012			02/16/17	00011101	Altierus Career College			
2	4/11/2014			07/15/16	00011217	Daymar College			
1	4/11/2014			08/30/16	00011217	Daymar College			
1	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			08/15/16	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	Significant	Minimum	Significant
							10	1	10
							<i>If 75% of > of programs are revised 25% or > *</i>	<i>If institutional growth > 0% to 50% *</i>	<i>If institutional growth > 50% or > *</i>
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
5	4/12/2013			02/20/15	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	12/11/2015			05/15/15	00023864	Southern States University			
1	12/11/2015			04/27/17	00023864	Southern States University			
1	12/11/2015			05/15/15	00023864	Southern States University			
3	12/11/2015			07/15/16	00023864	Southern States University			
5	8/4/2017			09/25/15	00024921	California Miramar University			
1	8/4/2017			04/15/16	00024921	California Miramar University			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
1	8/7/2015			03/20/15	00048177	San Ignacio University			
1	8/7/2015			10/16/15	00048177	San Ignacio University			
3	8/7/2015			12/29/15	00048177	San Ignacio University			
1	8/7/2015			04/14/16	00048177	San Ignacio University			
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute			
5	4/12/2013			09/25/15	00171016	Brightwood College			
1	4/12/2013			01/17/17	00171016	Brightwood College			
1	4/12/2013			01/19/17	00171016	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College			
5	4/12/2013			09/25/15	00171034	Brightwood College			
1	4/12/2013			03/07/17	00171034	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
5	4/12/2013			09/25/15	00171049	Brightwood College			
5	4/12/2013			09/25/15	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
5	8/9/2013			09/25/15	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
2	12/12/2014	Visit Req'd	12/8/2015	03/20/15	00179009	Miami Regional University			
4	12/12/2014	Visit Req'd	12/8/2015	11/20/15	00179009	Miami Regional University			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
1	8/7/2015			03/16/17	00262761	Madison Media Institute			
2	8/7/2015			02/19/16	00262761	Madison Media Institute			
2	8/7/2015			07/15/16	00262761	Madison Media Institute			
2	8/7/2015			12/29/15	00262761	Madison Media Institute			

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2-2-101(i): Addition of BC or LS for purpose of teach-out	2-2-101(j): Intrn'l offerings or contracts w/unaccredited entities	2-2-101(k):
Minimum	Moderate	Minimum
1	3	1

POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	For each branch campus or learning site added *	For each contract or agreement *	If institutional growth by <25% *
5	12/7/2012			09/25/15	00010164	Brightwood College			
1	12/7/2012			01/19/17	00010164	Brightwood College			
1	12/7/2012			01/19/17	00010164	Brightwood College			
1	8/8/2014			06/28/17	00010190	EDIC College			
3	8/8/2014			09/25/15	00010190	EDIC College			
3	8/8/2014			11/17/16	00010190	EDIC College			
5	12/31/2012			02/20/15	00010219	Altierus Career College			
1	12/31/2012			10/12/16	00010219	Altierus Career College			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
3	12/11/2015			03/08/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			10/27/16	00010278	American National University			
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
0	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
5	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
1	12/12/2014			02/01/17	00010355	Instituto de Banca y Comercio			
5	12/7/2012			02/20/15	00011101	Altierus Career College			
1	12/7/2012			02/16/17	00011101	Altierus Career College			
2	4/11/2014			07/15/16	00011217	Daymar College			
1	4/11/2014			08/30/16	00011217	Daymar College			
1	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			08/15/16	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd.	Date of Action:	ACICS ID.	Name (Main):	teach-out	entities	
							Minimum	Moderate	Minimum
							1	3	1
							For each branch campus or learning site added *	For each contract or agreement *	If institutional growth by <25% *
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
5	4/12/2013			02/20/15	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	12/11/2015			05/15/15	00023864	Southern States University			
1	12/11/2015			04/27/17	00023864	Southern States University			
1	12/11/2015			05/15/15	00023864	Southern States University			
3	12/11/2015			07/15/16	00023864	Southern States University			
5	8/4/2017			09/25/15	00024921	California Miramar University			
1	8/4/2017			04/15/16	00024921	California Miramar University	1		
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
1	8/7/2015			03/20/15	00048177	San Ignacio University			
1	8/7/2015			10/16/15	00048177	San Ignacio University			
3	8/7/2015			12/29/15	00048177	San Ignacio University			
1	8/7/2015			04/14/16	00048177	San Ignacio University			
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute			
5	4/12/2013			09/25/15	00171016	Brightwood College			
1	4/12/2013			01/17/17	00171016	Brightwood College			
1	4/12/2013			01/19/17	00171016	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College			
5	4/12/2013			09/25/15	00171034	Brightwood College			
1	4/12/2013			03/07/17	00171034	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
5	4/12/2013			09/25/15	00171049	Brightwood College			
5	4/12/2013			09/25/15	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
5	8/9/2013			09/25/15	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
2	12/12/2014	Visit Reqd	12/8/2015	03/20/15	00179009	Miami Regional University			
4	12/12/2014	Visit Reqd	12/8/2015	11/20/15	00179009	Miami Regional University			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
1	8/7/2015			03/16/17	00262761	Madison Media Institute			
2	8/7/2015			02/19/16	00262761	Madison Media Institute			
2	8/7/2015			07/15/16	00262761	Madison Media Institute			
2	8/7/2015			12/29/15	00262761	Madison Media Institute			

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2-2-104(a): Branch Campus
Learning site offering 50% or > of a program

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	Moderate	Substantial	Significant
							3	5	10
							<i>If institutional growth > 25% to 50% *</i>	<i>If institutional growth > 50% to 75% *</i>	<i>If institutional growth > 75% or > *</i>
5	12/7/2012			09/25/15	00010164	Brightwood College			
1	12/7/2012			01/19/17	00010164	Brightwood College			
1	12/7/2012			01/19/17	00010164	Brightwood College			
1	8/8/2014			06/28/17	00010190	EDIC College			
3	8/8/2014			09/25/15	00010190	EDIC College			
3	8/8/2014			11/17/16	00010190	EDIC College	3		
5	12/31/2012			02/20/15	00010219	Altierus Career College			
1	12/31/2012			10/12/16	00010219	Altierus Career College			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
3	12/11/2015			03/08/17	00010278	American National University			
1	12/11/2015			06/21/17	00010278	American National University			
1	12/11/2015			10/27/16	00010278	American National University			
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
0	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
5	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio			
1	12/12/2014			02/01/17	00010355	Instituto de Banca y Comercio			
5	12/7/2012			02/20/15	00011101	Altierus Career College			
1	12/7/2012			02/16/17	00011101	Altierus Career College			
2	4/11/2014			07/15/16	00011217	Daymar College			
1	4/11/2014			08/30/16	00011217	Daymar College			
1	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
2	4/11/2014			07/15/16	00011217	Daymar College			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			08/15/16	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			

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POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	Moderate	Substantial	Significant
							3	5	10
							<i>If institutional growth > 25% to 50% *</i>	<i>If institutional growth > 50% to 75% *</i>	<i>If institutional growth > 75% or > *</i>
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
1	8/9/2013			06/21/17	00011238	American National University			
5	4/12/2013			02/20/15	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	4/12/2013			02/16/17	00011333	Altierus Career College			
1	12/11/2015			05/15/15	00023864	Southern States University			
1	12/11/2015			04/27/17	00023864	Southern States University			
1	12/11/2015			05/15/15	00023864	Southern States University			
3	12/11/2015			07/15/16	00023864	Southern States University	3		
5	8/4/2017			09/25/15	00024921	California Miramar University			
1	8/4/2017			04/15/16	00024921	California Miramar University			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology			
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology			
1	8/7/2015			03/20/15	00048177	San Ignacio University			
1	8/7/2015			10/16/15	00048177	San Ignacio University			
3	8/7/2015			12/29/15	00048177	San Ignacio University			
1	8/7/2015			04/14/16	00048177	San Ignacio University			
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute			
5	4/12/2013			09/25/15	00171016	Brightwood College			
1	4/12/2013			01/17/17	00171016	Brightwood College			
1	4/12/2013			01/19/17	00171016	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College			
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College			
5	4/12/2013			09/25/15	00171034	Brightwood College			
1	4/12/2013			03/07/17	00171034	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/09/17	00171049	Brightwood College			
1	4/12/2013			01/19/17	00171049	Brightwood College			
5	4/12/2013			09/25/15	00171049	Brightwood College			
5	4/12/2013			09/25/15	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
1	4/12/2013			01/09/17	00173481	Brightwood College			
1	4/12/2013			01/19/17	00173481	Brightwood College			
5	8/9/2013			09/25/15	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/09/17	00173484	Brightwood College			
1	8/9/2013			01/19/17	00173484	Brightwood College			
2	12/12/2014	Visit Req'd	12/8/2015	03/20/15	00179009	Miami Regional University			
4	12/12/2014	Visit Req'd	12/8/2015	11/20/15	00179009	Miami Regional University			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
0	8/7/2015			12/29/15	00262761	Madison Media Institute			
1	8/7/2015			03/16/17	00262761	Madison Media Institute			
2	8/7/2015			02/19/16	00262761	Madison Media Institute			
2	8/7/2015			07/15/16	00262761	Madison Media Institute			
2	8/7/2015			12/29/15	00262761	Madison Media Institute			

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2-2-101(): Add
DA-CB
program

Substantial
5

POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd:	Date of Action:	ACICS ID:	Name (Main):	For each program
5	12/7/2012			09/25/15	00010164	Brightwood College	
1	12/7/2012			01/19/17	00010164	Brightwood College	
1	12/7/2012			01/19/17	00010164	Brightwood College	
1	8/8/2014			06/28/17	00010190	EDIC College	
3	8/8/2014			09/25/15	00010190	EDIC College	
3	8/8/2014			11/17/16	00010190	EDIC College	
5	12/31/2012			02/20/15	00010219	Altierus Career College	
1	12/31/2012			10/12/16	00010219	Altierus Career College	
1	12/11/2015			06/21/17	00010278	American National University	
1	12/11/2015			06/21/17	00010278	American National University	
1	12/11/2015			06/21/17	00010278	American National University	
1	12/11/2015			06/21/17	00010278	American National University	
1	12/11/2015			06/21/17	00010278	American National University	
1	12/11/2015			06/21/17	00010278	American National University	
1	12/11/2015			06/21/17	00010278	American National University	
1	12/11/2015			06/21/17	00010278	American National University	
1	12/11/2015			06/21/17	00010278	American National University	
1	12/11/2015			06/21/17	00010278	American National University	
3					00010278	American National University	
1	12/11/2015			03/08/17	00010278	American National University	
1	12/11/2015			06/21/17	00010278	American National University	
1	12/11/2015			10/27/16	00010278	American National University	
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
0	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
1	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
5	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
3	12/12/2014			02/16/17	00010355	Instituto de Banca y Comercio	
1	12/12/2014			02/01/17	00010355	Instituto de Banca y Comercio	
5	12/7/2012			02/20/15	00011101	Altierus Career College	
1	12/7/2012			02/16/17	00011101	Altierus Career College	
2	4/11/2014			07/15/16	00011217	Daymar College	
1	4/11/2014			08/30/16	00011217	Daymar College	
1	4/11/2014			07/15/16	00011217	Daymar College	
2	4/11/2014			07/15/16	00011217	Daymar College	
2	4/11/2014			07/15/16	00011217	Daymar College	
2	4/11/2014			07/15/16	00011217	Daymar College	
1	8/9/2013			06/21/17	00011238	American National University	
1	8/9/2013			08/15/16	00011238	American National University	
1	8/9/2013			06/21/17	00011238	American National University	
1	8/9/2013			06/21/17	00011238	American National University	
1	8/9/2013			06/21/17	00011238	American National University	
1	8/9/2013			06/21/17	00011238	American National University	
1	8/9/2013			06/21/17	00011238	American National University	

APPROVED SUBSTANTIVE CHANGE ACTION REPORT

SEPTEMBER 27, 2017

per main
196

Substantial
5

POINTS	Last Grant of Accreditation	Current Extensive Substantive Status	Council Session when Status Chgd.	Date of Action.	ACICS ID:	Name (Main):	For each program
1	8/9/2013			06/21/17	00011238	American National University	
1	8/9/2013			06/21/17	00011238	American National University	
1	8/9/2013			06/21/17	00011238	American National University	
1	8/9/2013			06/21/17	00011238	American National University	
1	8/9/2013			06/21/17	00011238	American National University	
5	4/12/2013			02/20/15	00011333	Altierus Career College	
1	4/12/2013			02/16/17	00011333	Altierus Career College	
1	4/12/2013			02/16/17	00011333	Altierus Career College	
1	12/11/2015			05/15/15	00023864	Southern States University	
1	12/11/2015			04/27/17	00023864	Southern States University	
1	12/11/2015			05/15/15	00023864	Southern States University	
3	12/11/2015			07/15/16	00023864	Southern States University	
5	8/4/2017			09/25/15	00024921	California Miramar University	
1	8/4/2017			04/15/16	00024921	California Miramar University	
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology	
3	4/10/2015			02/03/17	00028284	SAE Institute of Technology	
2	4/10/2015			06/17/16	00028284	SAE Institute of Technology	
1	8/7/2015			03/20/15	00048177	San Ignacio University	
1	8/7/2015			10/16/15	00048177	San Ignacio University	
3	8/7/2015			12/29/15	00048177	San Ignacio University	
1	8/7/2015			04/14/16	00048177	San Ignacio University	
1	8/9/2013	Monitoring	12/8/2015	05/15/15	00171004	Brightwood Career Institute	
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171004	Brightwood Career Institute	
5	4/12/2013			09/25/15	00171016	Brightwood College	
1	4/12/2013			01/17/17	00171016	Brightwood College	
1	4/12/2013			01/19/17	00171016	Brightwood College	
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College	
1	8/9/2013	Monitoring	12/8/2015	01/09/17	00171031	Brightwood College	
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College	
1	8/9/2013	Monitoring	12/8/2015	01/19/17	00171031	Brightwood College	
5	8/9/2013	Monitoring	12/8/2015	09/25/15	00171031	Brightwood College	
5	4/12/2013			09/25/15	00171034	Brightwood College	
1	4/12/2013			03/07/17	00171034	Brightwood College	
1	4/12/2013			01/19/17	00171049	Brightwood College	
1	4/12/2013			01/09/17	00171049	Brightwood College	
1	4/12/2013			01/09/17	00171049	Brightwood College	
1	4/12/2013			01/19/17	00171049	Brightwood College	
5	4/12/2013			09/25/15	00171049	Brightwood College	
5	4/12/2013			09/25/15	00173481	Brightwood College	
1	4/12/2013			01/09/17	00173481	Brightwood College	
1	4/12/2013			01/19/17	00173481	Brightwood College	
1	4/12/2013			01/09/17	00173481	Brightwood College	
1	4/12/2013			01/19/17	00173481	Brightwood College	
5	8/9/2013			09/25/15	00173484	Brightwood College	
1	8/9/2013			01/19/17	00173484	Brightwood College	
1	8/9/2013			01/09/17	00173484	Brightwood College	
1	8/9/2013			01/19/17	00173484	Brightwood College	
1	8/9/2013			01/19/17	00173484	Brightwood College	
1	8/9/2013			01/09/17	00173484	Brightwood College	
1	8/9/2013			01/09/17	00173484	Brightwood College	
1	8/9/2013			01/09/17	00173484	Brightwood College	
1	8/9/2013			01/19/17	00173484	Brightwood College	
2	12/12/2014	Visit Req'd	12/8/2015	03/20/15	00179009	Miami Regional University	
4	12/12/2014	Visit Req'd	12/8/2015	11/20/15	00179009	Miami Regional University	
0	8/7/2015			12/29/15	00262761	Madison Media Institute	
0	8/7/2015			12/29/15	00262761	Madison Media Institute	
1	8/7/2015			03/16/17	00262761	Madison Media Institute	
2	8/7/2015			02/19/16	00262761	Madison Media Institute	
2	8/7/2015			07/15/16	00262761	Madison Media Institute	
2	8/7/2015			12/29/15	00262761	Madison Media Institute	



EXECUTIVE COMMITTEE MEETING

September 27, 2017

Executive Committee Members

Mr. John Euliano, Chair
Mr. Roger Swartzwelder, Vice Chair
Ms. Elizabeth Guinan
Dr. Lawrence Leak
Dr. Rafael Ramirez-Rivera

Ms. Michelle Edwards, President and CEO

Substantive change actions are presented to the Executive Committee for decision when Council is not in full session. On the agenda for review and decision during this Executive Committee meeting are requests for the following substantive change actions and additional requests requiring Council decision outside of full session:

- A. An institutional change in mission or objectives
- B. A change in the ownership or control of the institution
- 2 C. The addition of programs that are considered to be out-of-scope
- 4 D. The addition of programs at a higher credential level
- E. A change from clock hours to credit hours
- F. A 25% or greater increase in the number of clock or credit hours awarded
- G. The acquisition of any other institution or any program or location
- H. The addition of a permanent location at a site at which the institution is conducting a teach-out
- I. The entering into a contract under which an institution or organization not certified to participate in the Title IV, HEA programs offers more than 25 percent of one or more of the accredited institution's educational programs
- J. The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program
- 23 K. Additional action requiring Council decision

ADDITION OF PROGRAMS CONSIDERED TO BE OUT-OF-SCOPE

1. **Southern Technical College, Port Charlotte, FL, ACICS ID 00024504** requests approval to offer a program of study that is significantly different from other programs currently approved within the institution.

Summary of Request:

The institution submitted a new program application for a Diploma in Electrical Technology. Currently, the institution offers various programs through the bachelor's level. A summary of the transaction can be found in **Exhibit A**. Below is a brief institutional history including a list of approved programs currently being offered at this campus:

Institutional History: Southern Technical College, ACICS ID 00024504

Accredited Since:2008
Most Recent Renewal of Accreditation:4/10/2015
Current Grant Expiration Date:.....12/31/2020

Campus Placement Rate:76%
Campus Retention Rate:78%
COHORT Default:14.6-2013/13.3-2012/11.5-2011
Total Enrollment.....409

Financial Reporting Status:.....No
Student Achievement Reporting Status:No
PVP Verification.....88%

The institution reported 69 placements, 43- graduates and 37- employers responded and staff has validated 61 of those placements. Last placements were submitted in July 2017.

Current Main Campus Program Offerings:

Certificate/DiplomaMedical Billing and Coding Technology
.....Medical Assistant
.....Nurse Assistant/Aid and Patient Care Assistant
.....Medical Office Administration
.....Veterinary Assisting
Academic Associate'sEarly Childhood Education
.....Criminal Justice
.....Medical Assistant
.....Surgical Technician
.....Management
.....Health Information Management
.....Network Engineering & Administration

.....Diagnostic Medical Sonography
.....Paralegal
Bachelor's.....Public Service Administration
.....Health Care Administration
.....Criminal Justice

- Option 1: To approve **Southern Technical College, Port Charlotte, FL, ACICS ID 00024504** request to expand the institution's scope of accreditation by offering a program significantly different than other programs of study offered during their last accreditation renewal, effective September 21, 2017, based upon high student achievement rates and lack of financial issues.

- Option 2: To defer Council's decision of **Southern Technical College, Port Charlotte, FL, ACICS ID 00024504** request to expand the institution's scope of accreditation by offering a program significantly different than other programs of study offered during their last accreditation renewal, pending further documentation to be submitted no later than September 29, 2017, for review during the October 2017 Executive Meeting session.

- Option 3: To deny **Southern Technical College, Port Charlotte, FL, ACICS ID 00024504** request to expand the institution's scope of accreditation by offering a program significantly different than other programs of study offered during their last accreditation renewal.

Staff Recommendation is to accept option 1.

MOVED: Leak

SECONDED: Swartzwelder

ACTION: Passed

ABSTENTION(s): Euliano

- 2. **PITC Institute, Wyncote, PA FL ACICS ID 00025097** requests approval to offer a program of study that is significantly different from any other programs currently approved within the institution.

Summary of Request:

In November 2016, the institution submitted a new program application for a Web and Graphic Design Technology certificate/diploma program which was denied by the Executive Committee due to the 49% campus and program-level retention rates. The institution was issued a campus-level show-cause directive for the 49% retention rate reported on the 2016 CAR. During the August 2017 Council meeting, the show-cause directive was vacated due to the 62% three-quarter 2017 CAR retention rate. As such, the institution submitted a request for reconsideration of this application which can be found in **Exhibit B**. Currently, the institution offers various programs at the Certificate/ Diploma level. Below is a brief institutional history including a list of approved programs currently being offered at this campus:

Institutional History:

Accredited Since:2009
Most Recent Renewal of Accreditation:4/12/2013
Current Grant Expiration Date:.....12/31/2020

Campus Placement Rate:69%
Campus Retention Rate:62%
COHORT Default:4.6-2012/4.6-2011/N/A-2010
Total Enrollment.....343

Financial Reporting Status:.....N/A
Student Achievement Reporting Status:Student Achievement Show-Cause Directive
Vacated- August 2017

PVP Verification.....42%
The institution reported 12 placements, 6- graduates and 0- employers responded and staff has validated 5 of those placements. Last placements were submitted in April 2017.

Current Program Offerings:

Certificate/DiplomaDental Assistant
..... Electrical Technician
..... Medical Assistant
.....Medical Billing and Coding
.....Pharmacy Technician
.....Practical Nurse

Option 1: To approve **PITC Institute, Wyucote, PA FL ACICS ID 00025097** request to expand the institution's scope of accreditation by offering a program significantly different than programs of study offered during their last accreditation renewal,

effective September 21, 2017 based upon the improved campus-level retention rate of 62% reported on the three-quarter 2017 CAR.

- Option 2: To defer Council's decision of **PITC Institute, Wyncote, PA FL ACICS ID 00025097** request to expand the institution's scope of accreditation by offering a program significantly different than programs of study offered during their last accreditation renewal pending submission of the 2017 CAR which will be reviewed during the November 2017 Executive Committee Meeting.
- Option 3: To deny **PITC Institute, Wyncote, PA FL ACICS ID 00025097** request to expand the institution's scope of accreditation by offering a program significantly different than programs of study offered during their last accreditation renewal. Rationale: The campus reported a 49% retention rate in the 2016 CAR which is below the Council standard and although the campus reported a 62% retention rate; a full 2017 CAR has not been submitted.

Staff Recommendation is to accept option 2.

MOVED: Euliano

SECONDED: Swartzwelder

ACTION: Passed

ABSTENTION(s):

ADDITION OF PROGRAMS AT A HIGHER CREDENTIAL LEVEL

1. **PITC Institute, Wyncote, PA FL ACICS ID 00025097**, requests approval to offer programs of study at the occupational associate's degree level. The institution is currently approved at the certificate/diploma level.

Summary of Request:

In November 2016, the institution submitted a new program application for a Practical Nurse occupational associate's program which was denied by the Executive Committee due to the 49% campus and program-level retention rates. The institution was issued a campus-level show-cause directive for the 49% retention rate reported on the 2016 CAR. During the August 2017 Council meeting, the show-cause directive was vacated due to the 62% three-quarter 2017 CAR retention rate. As such, the institution submitted a request for reconsideration of this application which can be found in **Exhibit C**.

Institutional History:

Accredited Since:2009
Most Recent Renewal of Accreditation:4/12/2013
Current Grant Expiration Date:.....12/31/2020

Campus Placement Rate:69%
Campus Retention Rate:49%
COHORT Default:4.6-2012/4.6-2011/N/A-2010
Total Enrollment.....343
Certificate/Diploma Practical
Nurse Retention50%
Certificate/Diploma Practical
Nurse Placement69%
Certificate/Diploma Practical
Nurse Licensure74%

Financial Reporting Status:.....N/A
Student Achievement Reporting Status:Student Achievement Show-Cause Directive
Vacated- August 2017
PVP Verification.....42%

The institution reported 12 placements, 6- graduates and 0- employers responded and staff has validated 5 of those placements. Last placements were submitted in April 2017.

Current Program Offerings:

Certificate/Diploma.....Dental Assistant
..... Electrical Technician
..... Medical Assistant
.....Medical Billing and Coding
.....Pharmacy Technician
.....Practical Nurse

- Option 1: To approve **PITC Institute, Wyncote, PA FL ACICS ID 00025097** request to offer a program at the occupational associate’s degree credential level, effective September 21, 2017 based upon the improved campus-level retention rate of 62% reported on the three-quarter 2017 CAR.
- Option 2: To defer Council’s decision of **PITC Institute, Wyncote, PA FL ACICS ID 00025097** request to offer a program at the occupational associate’s degree credential level pending submission of the 2017 CAR which will be reviewed during the November 2017 Executive Committee Meeting.
- Option 3: To deny **PITC Institute, Wyncote, PA FL ACICS ID 00025097** request to offer a program at the occupational associate’s degree credential level Rationale: The campus reported a 49% retention rate in the 2016 CAR which is below the Council standard and although the campus reported a 62% retention rate; a full 2017 CAR has not been submitted.

Staff Recommendation is to accept option 2.

MOVED: Leak

SECONDED: Swartzwelder

ACTION: Passed

ABSTENTION(s):

- 2. **PITC Institute, Wyncote, PA, ACICS ID 00025097** requests approval to offer a program of study at the occupational associate’s degree level. The institution is currently approved at the diploma level.

Summary of Request:

The institution submitted a new program application for an Occupational Associate's in Occupational Therapy Assistant. Currently, the institution offers various programs through the diploma level. A summary of the transaction can be found in **Exhibit D**. Below is a brief institutional history including a list of approved programs currently being offered at this campus:

Institutional History: PITC Institute, ACICS ID 00025097

Accredited Since:2009
Most Recent Renewal of Accreditation:4/18/2017
Current Grant Expiration Date:.....12/31/2020

Campus Placement Rate:69%- Three-Quarter 2017 CAR
Campus Retention Rate:62%- Three-Quarter 2017 CAR
COHORT Default:5.4-2013/4.6-2012/4.1-2011
Total Enrollment.....343

Financial Reporting Status:.....No
Student Achievement Reporting Status:Vacated at the August 2017 Council meeting; placed on reporting status
PVP Verification.....42%

The institution reported 12 placements, 6- graduates and 0- employers responded and staff has validated 5 of those placements. Last placements were submitted in April 2017.

Current Main Campus Program Offerings:

DiplomaPractical Nurse
.....Medical Assistant

- Option 1: To approve **PITC Institute, Wyncote, PA, ACICS ID 00025097** request to offer a program at the occupational associate's degree credential level, which represents a higher credential level, effective September 21, 2017, based upon the based upon the improved campus-level retention rate of 62% reported on the three-quarter 2017 CAR and disclosure of the necessary budgetary and facility expansions needed to offer this program at a higher credential.

- Option 2: To defer Council's decision of **PITC Institute, Wyncote, PA, ACICS ID 00025097** request to offer a program at the occupational associate's degree credential level, based upon the institution being placed on reporting status at the August 2017 Council meeting and pending submission of the 2017 CAR which will be reviewed during the November 2017 Executive Committee Meeting..

Option 3: To deny **PITC Institute, Wyncote, PA, ACICS ID 00025097** request to offer a program at the occupational associate's degree credential level. Rationale: The campus reported a 49% retention rate in the 2016 CAR which is below the Council standard and although the campus reported a 62% retention rate; a full 2017 CAR has not been submitted.

Staff Recommendation is to accept option 2.

MOVED: Leak

SECONDED: Swartzwelder

ACTION: Passed

ABSTENTION(s):

3. **Laurus College, San Luis Obispo, CA, 00023501**, requests approval to offer programs of study at the bachelor's degree level. The institution is currently approved at the occupational associate's level.

Summary of Request:

The institution submitted four new program applications for bachelor degree programs in Business Systems Management, Digital Arts and Computer Animation, Information Technologies and Network Systems, and Web Design Development. The institution currently offers programs through the occupational associate's degree level in such areas as business applications, digital arts and computer animation, information technology, and medical billing and coding. Below is a brief institutional history including a list of approved programs currently being offered at this campus.

In September 2016, the Executive Committee deferred the institution's request to expand their scope of accreditation to include programs at the bachelor's degree level at the April 2016 EC meeting pending the outcome of the August Council meeting and the Council's review of the institution's response to the Compliance Warning issued during the April Council session. The institution has been cleared of Compliance Warning.

The Executive Committee deferred the institution's request to expand its scope of accreditation to include programs at the bachelor's degree level at the April 2016 EC meeting pending one submission of the Campus Accountability Report (CAR) that includes placement rates for the related programs currently being offered at the associate's degree level.

In October 2016, the Executive Committee denied the institution's request to expand its scope of accreditation due to a lack of confidence in the 2016 Campus Accountability Report

and Placement Verification Program information presented as previously requested to provide definitive evidence of successful student outcomes from its associate's degree programs to move forward in offering those programs at a higher credentialing level. The institution submitted a request for reconsideration of its request to expand its scope which can be found in **Exhibit E**.

Institutional History:

Accredited Since:2008
Most Recent Renewal of Accreditation:04/12/2013
Current Grant Expiration Date:.....12/31/2017

Placement Rate:80%
Retention Rate:.....78%
COHORT Default:24.00-2012/16-2011/24.3-2010
Total Enrollment:456

Financial Reporting Status:.....N/A
Student Achievement Reporting Status:N/A
PVP Verification.....65%

The institution reported 55 placements, 33- graduates and 31- employers responded and staff has validated 36 of those placements. Last placements were submitted in June 2017.

Current Program Offerings:

Certificate/Diploma3D Animation
.....Computer Networking
.....Information Technology and Service
Professional
.....Medical Billing
.....Office Support
.....Professional Business Applications
.....Web Design

Occupational Associate'sDigital Arts and Computer Animation
.....Information Technologies and Network
Systems
.....Medical Billing and Coding
.....Professional Business Systems
.....Web Design

Option 1: To approve **Laurus College, San Luis Obispo, CA, 00023501** request to offer multiple programs at the bachelor's degree credential level, effective September 21, 2017

- Option 2: To defer Council's decision of **Laurus College, San Luis Obispo, CA, 00023501** request to offer multiple programs at the bachelor's degree credential level pending submission of the 2017 CAR which will be reviewed during the November 2017 Executive Committee Meeting.
- Option 3: To deny **Laurus College, San Luis Obispo, CA, 00023501** request to offer multiple programs at the bachelor's degree credential level.

Staff Recommendation is to accept option 2.

MOVED: Euliano

SECONDED: Leak

ACTION:Passed

- 4. **Laurus College, Oxnard, CA, 00060414**, requests approval to offer programs of study at the bachelor's degree level. The institution is currently approved at the occupational associate's level.

Summary of Request:

The institution submitted four new program applications for bachelor degree programs in Business Systems Management, Digital Arts and Computer Animation, Information Technologies and Network Systems, and Web Design Development. The institution currently offers programs through the occupational associate's degree level in such areas as business applications, digital arts and computer animation, information technology, and medical billing and coding. A summary of the transaction can be found in **Exhibit F**. The application and all supporting documents can be found on the Commissioner drive. Below is a brief institutional history including a list of approved programs currently being offered at this campus.

The Executive Committee deferred the institution's request to expand their scope of accreditation to include programs at the bachelor's degree level at the April 2016 EC meeting pending the outcome of the August Council meeting and the Council's review of the institution's response to the Compliance Warning issued during the April Council session. The institution has been cleared of Compliance Warning.

The Executive Committee deferred the institution's request to expand their scope of accreditation to include programs at the bachelor's degree level at the April 2016 EC meeting pending one submission of the Campus Accountability Report (CAR) that includes placement rates for the related programs currently being offered at the associate's degree level.

In October 2016, the Executive Committee denied the institution's request to expand its scope of accreditation due to a lack of confidence in the 2016 Campus Accountability Report and Placement Verification Program information presented as previously requested to provide definitive evidence of successful student outcomes from its associate's degree programs to move forward in offering those programs at a higher credentialing level. The institution submitted a request for reconsideration of its request to expand its scope which can be found in **Exhibit F**.

Institutional History:

Accredited Since:2011
Most Recent Renewal of Accreditation:04/12/2013
Current Grant Expiration Date:12/31/2017

Placement Rate:76%
Retention Rate:79%
COHORT Default:24.00-2012/16-2011/24.3-2010
Total Enrollment:1303

Financial Reporting Status:N/A
Student Achievement Reporting Status:N/A
PVP Verification.....68%

The institution reported 159 placements, 74- graduates and 71- employers responded and staff has validated 108 of those placements. Last placements were submitted in June 2017.

Current Program Offerings:

Certificate/Diploma3D Animation
.....Computer Networking
.....Information Technology and Service
.....Professional
.....Medical Billing
.....Office Support
.....Professional Business Applications
.....Web Design

Occupational Associate'sDigital Arts and Computer Animation
.....Information Technologies and Network
.....Systems
.....Medical Billing and Coding
.....Professional Business Systems
.....Web Design

- Option 1: To approve **Laurus College, Oxnard, CA, 00060414** request to offer multiple programs at the bachelor's degree credential level, effective September 21, 2017.
- Option 2: To defer Council's decision of **Laurus College, Oxnard, CA, 00060414** request to offer multiple programs at the bachelor's degree credential level pending submission of the 2017 CAR which will be reviewed during the November 2017 Executive Committee Meeting.
- Option 3: To deny **Laurus College, Oxnard, CA, 00060414** request to offer multiple programs at the bachelor's degree credential level.

Staff Recommendation is to accept option 2.

MOVED: Leak

SECONDED: Swartzwelder

ACTION: Passed

ABSTENTION(s):

ADDITIONAL ACTION REQUIRING COUNCIL DECISION

1. Substantive Change Monitoring

The following 23 institutions have been flagged for substantive changes since their last renewal of accreditation year:

ACICS ID	Institution	Recommended Substantive Change Action
00010164	Brightwood College	7 points- Monitoring
00010190	EDIC College	6 points- Monitoring
00010278	American National University	15 points- Comprehensive on-site evaluation visit
00010355	Instituto de Banca y Comercio	28 points- Comprehensive on-site evaluation visit
00011101	Altierus Career College	6 points- Monitoring
00011217	Daymar College	10 points- Comprehensive on-site evaluation visit
00011238	American National University	12 points- Comprehensive on-site evaluation visit
00011298	Brightwood College	10 points- Comprehensive on-site evaluation visit
00011333	Altierus Career College	7 points- Monitoring
00023864	Southern States University	6 points- Monitoring
00024921	California Miramar University	6 points- Continued Monitoring (previously reviewed)
00048177	San Ignacio University	6 points- Continued Monitoring (previously reviewed)
00171004	Brightwood Career Institute	7 points- Continued Monitoring (previously reviewed)
00171016	Brightwood College	7 points- Monitoring
00171031	Brightwood College	9 points- Institution must justify extensive substantive changes
00171049	Brightwood College	9 points- Institution must justify extensive substantive changes
00173481	Brightwood College	9 points- Institution must justify extensive substantive changes
00173484	Brightwood College	13 points- Comprehensive on-site evaluation visit
00179009	Miami Regional University	6 points- Continued Monitoring (previously reviewed)
00262761	Madison Media Institute	7 points- Monitoring
00010219	Altierus Career College	6 points- Monitoring
00028284	SAE Institute of Technology	7 points- Monitoring
00171034	Brightwood College	6 points- Monitoring

Utilizing the Substantive Change Matrix prepared for all institutions which have been approved for any substantive change within the last year, the Executive Committee considered the six (6) institutions which scored 10 or more points. According to the established rubric, this score should trigger a comprehensive on-site evaluation visit. However, the Committee noted that the high scores were at institutions with a large number of branch campuses, with changes implemented at these locations (i.e. 00011238 American National University- 12 branch campuses and 00010355 Instituto de Banca y Comercio-14 branch campuses). Consequently, the substantive changes made at each campus within these institutions were not extensive. Further, procedurally, the onsite evaluation would have to be conducted at the campus level to in order for the Council to specifically identify the onsite mechanisms in place to manage the changes. Therefore, in light of these factors, the Executive Committee acted to place the institutions on monitoring status, with written notice, and subsequent review.

MOVED: Leak

SECONDED: Guinan

ACTION: Passed

ABSTENTION(s): Swartzwelder

Case Name: *In the Matter of Accrediting Council for Independent Colleges and Schools*

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-173



October 13, 2016

ID CODE 00039183

VIA E-MAIL AND UPS DELIVERY

Ms. Doreen Simmons
President
Herguan University
595 Lawrence Expressway
Sunnyvale, CA 94085

acics@herguanuniversity.edu

Subject: Show-Cause Directive Letter

Dear Ms. Simmons:

The Council was informed by Ms. Joanne Wenzel, Bureau Chief at the Bureau for Private Postsecondary Education (BPPE), that the institution's access to the Student and Exchange Visitor Information System (SEVIS) has been terminated. The Council also reviewed the report published in *Inside Higher Ed* on October 7, 2016, and the School Alert Announcement on the Immigration and Customs Enforcement (ICE) web page of the US Department of Homeland Security website and confirmed that the institution's access to SEVIS will terminate on January 11, 2017 and, effective October 6, 2016, the institution can no longer issue any new Form I-20s. Finally, for students in Initial status who have not yet entered the United States, they will not be admitted into the United States with the Herguan-issued Form I-20 or a visa issued for them to enroll at Herguan University.

Council Action

This action by the U.S. Immigration and Customs Enforcement raises serious concerns about the institution's ability to continue to provide educational services, given that more than 95 percent of its students are international and on F1 visas. As a result, the Council has directed the institution to show-cause why its accreditation should not be withdrawn by suspension or otherwise conditioned during the December 2016 review cycle.

The institution is required to review and follow the Council hearing procedures as detailed in Section 2-3-500 of the *Accreditation Criteria* and the "Schedule of Fees" listing on the ACICS website. The institution must provide the appropriate notification and fee within ten days of receipt of this notice.

In response to the show-cause directive, the institution must submit the following information by **November 11, 2016**:

1. Evidence that the institution is able to continue to operate and maintain financial viability. Documentation must include a list of all students, including whether they hold F1 visas, its plan to increase enrollment of non-F1 visa students, and financial statements. The institution must also provide all communication to, and from, ICE regarding this matter since 2015, including any attachments or reports.
2. Evidence that all international students currently enrolled at the institution have been informed of the action taken by ICE and their options. Documentation must include the formal communication sent to students, via email, regular mail, bulletins, and other publications. Given the impact of this decision, copies of signed attestation of acknowledgement of the notice from each student must also be submitted.
3. Evidence that the institution is taking steps to ensure the orderly transfer of all currently enrolled international students to be compliant with the January 11, 2017 directive. Documentation must include a list of the current students and their intended action:
 - Seek transfer to another SEVP-certified institution,
 - Change their status, or
 - Depart the United States.

Please submit eight hard copies of your response and one electronic copy via flash drive by the date indicated above. Failure to provide all information requested by the Council may result in the withdrawal of your institution's accreditation.

Institutional Teach-Out Plan

Further, in compliance with Section 2-3-230 of the *Accreditation Criteria*, the institution must submit a campus closure application with a teach-out plan that ensures that students will receive an appropriate outcome, in the event of institutional closure.

ACICS directs the institution to execute formal teach-out agreements or transfer arrangements with those institutions that can provide a comparable program to the currently enrolled students. In addition, the institution must provide information that includes the following:

- a. A listing of students with the student name; program of study; expected graduation date; and institution at which the student will complete their program.
- b. A custodian for all permanent academic records that includes contact information for this individual or entity and the process by which students can obtain their records.

Ms. Doreen Simmons
October 13, 2016
Page 3

- c. A description of the financial resources available to ensure that students who are expected to graduate from their current campus can complete their programs or receive refunds.

The Council is obligated to take adverse action against any institution that fails to come into compliance with the *Accreditation Criteria* within established time frames without good cause. Please consult the Introduction of Title II, Chapter 3 for additional information.

If you have any questions about this action, please contact Ms. Perliter Walters-Gilliam at pwgilliam@acics.org.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

- c: Mr. Richard Friberg, Vice President, Herguan University
(richard@herguanuniversity.edu)
Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)
Ms. Joann Wenzel, Bureau Chief, CA Bureau of Private Postsecondary Education
(Joanne.Wenzel@dca.ca.gov)



September 14, 2016

VIA E-MAIL AND UPS DELIVERY

Mr. Terry Myhre
Chief Executive Officer
Globe University/Minnesota School of Business
8089 Globe Drive
Woodbury, MN 55125

acicsAlert@msbcollege.edu

Dear Mr. Myhre:

GLOBE UNIVERSITY, WOODBURY, MINNESOTA ID CODE 00010898(MC)
MINNESOTA SCHOOL OF BUSINESS, RICHFIELD, MINNESOTA ID CODE 00011103(MC)

Subject: Show-Cause Directive Letter

The Council has reviewed the September 8, 2016, decision by the Minnesota Office of Higher Education to revoke the institutions' authorization to operate in the state. This action raises serious concerns about the institutions' ability to continue to provide educational services to its students per Section 1-2-100(b) of the *Accreditation Criteria*. As a result, the Council has directed the institutions' to show-cause why their accreditation should not be withdrawn by suspension or otherwise conditioned during the December 2016 review cycle.

The institutions are required to review and follow the Council hearing procedures as detailed in Section 2-3-500 of the *Accreditation Criteria* and the "Schedule of Fees" listing on the ACICS website. The institution must provide the appropriate notification and fee within ten days of receipt of this notice.

In response to the show-cause directive, the institutions' must submit the following information by **November 1, 2016**:

- Evidence that the institutions continue to be licensed to operate and to confer credentials in the state of Minnesota. Documentation must include all communication between the institutions and the Office of Higher Education as to the status of the institution's approval to operate. The institutions are reminded that in the event of a revocation of its license to operate by the state, it is required to notify ACICS immediately of such action.

Please submit eight hard copies of your response and one electronic copy via flash drive by the date indicated above. Failure to provide all information requested by the Council may result in the withdrawal of your institution's accreditation.

Institutional Teach-Out Plan

Further, in compliance with Section 2-3-230 of the *Accreditation Criteria*, the institutions must submit fully executed teach-out plans that ensure all students will receive an appropriate educational outcome. The institutions have represented that they can initiate agreements with the following institutions for the following programs:

Program Type	Teach-Out Institution
Massage Therapy	Northwestern Health Sciences University
Nursing	Herzing University
Gaming Application and Development	Minneapolis Media Institute
Master's degree and doctoral level programs	Argosy University
	St. Mary's University of Minnesota
All other online and residential programs	Rasmussen College
	Argosy University
	Herzing University

ACICS requires that the institutions execute formal teach-out agreements or transfer arrangements with these institutions and/or any other institutions that will provide a comparable program to the currently enrolled students. In addition, the institutions must provide updated information that includes the following:

- a. A listing of students with the student name; program of study; expected graduation date; and institution at which the student will complete their program, if not through their current campus.
- b. A custodian for all permanent academic records that includes contact information for this individual or entity and the process by which students can obtain their records.
- c. A description of the financial resources available to ensure that students who are expected to graduate from their current campus can complete their programs or receive refunds.

The Council is obligated to take adverse action against any institution that fails to come into compliance with the *Accreditation Criteria* within established time frames without good cause. Please consult the Introduction of Title II, Chapter 3 for additional information.

Mr. Terry Myhre
September 14, 2016
Page 3

If you have any questions about this action, please contact Ms. Perliter Walters-Gilliam at pwgilliam@acics.org.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

- c: Ms. Jeanne Herrmann, Globe University/Minnesota School of Business, Chief Operating Officer (jherrmann@globeuniversity.edu)
- Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education (aslrecordsmanager@ed.gov)
- Mr. Douglas Parrott, U.S. Department of Education, School Participation Team, Region VI (douglas.parrott@ed.gov)
- Ms. Betsy Talbot, Minnesota Office of Higher Education (Betsy.Talbot@state.mn.us)

Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-174



April 26, 2018

ID CODE 00024852(MC)

SENT VIA E-MAIL AND UPS DELIVERY

24852director@pelotoncollege.edu

Ms. E. Jean Jones
Peloton College
8150 North Central Expressway
#M2240
Dallas, TX 75206

Subject: Student Achievement Review – Withdrawal by Suspension

PELTON COLLEGE, DALLAS, TEXAS
PELTON COLLEGE, ARLINGTON, TEXAS

ID CODE: 00024852(MC)
ID CODE: 00275317(BC)

Dear Ms. Jones:

The Council has reviewed the campus's most recently submitted 2017 Campus Accountability Reports (CAR); and having reported a 28% placement rate, the institution is significantly out of compliance with Council standards for placement outcomes. Further, the Council considered the campus's placement performance on the 2016 CAR, at which time 53% was reported.

Council Action

The Council considers student achievement outcomes to be of the utmost importance; and due to the significant nature of non-compliance, and the previous opportunity provided to the institution to demonstrate improvement and bring itself into compliance, the Council acted to withdraw your institution's grant of accreditation by way of suspension.

Please notify the Council office in writing within ten (10) business days from the date of this notice, **May 10, 2018**, if you desire to appeal this decision to the Review Board. The appeal notification **must include** payment of \$10,000 in the form of a cashier's check. If the appeal notice and appropriate fee are not provided within ten business days of receipt of this notice, **then the Council's decision is final.**

If the institution elects to appeal this action to the Review Board and remits the appropriate fee by the established deadline, then the institution would remain accredited through the length of the appeal, and more detailed appeal procedures and information will be forwarded to the institution.

If the institution elects not to appeal this action, any comments you may wish to make about this decision must also be submitted to the Council office no later than **May 10, 2018**. Should you

Ms. E. Jean Jones

April 26, 2018

Page 2 of 2

choose to submit any comments, these comments will be included in the summary detailing the reasons for the Council's decision that will be made available directly to the U.S. Secretary of Education and the appropriate State licensing or authorizing agency, and to the public through www.acics.org.

Institutional Teach-Out Plan

Finally, in accordance with Section 2-2-303 of the *Accreditation Criteria*, the institution is directed to submit the online *Request for Institutional Teach Out* Application no later than **May 10, 2018**. The Council expects that the institution will take the appropriate steps to assist its students through any transition to successfully complete their programs in an orderly manner.

You are advised that Section 2-3-900 of the *ACICS Accreditation Criteria* stipulates that the Council may bar any person or entity from being an owner or senior manager of an ACICS-accredited institution if that person or entity was an owner or manager of an institution that loses its accreditation as a result of a denial or suspension action or that closes without providing a teach-out or refunds to students matriculated at that time of closure.

Please contact Ms. LaToya Boyd at lboyd@acics.org if you have any questions.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
Texas Workforce Commission (Career.schools@twc.state.tx.us)



April 19, 2018

ID Code 00223527 (MC)

VIA E-MAIL AND UPS OVERNIGHT MAIL

acics@birtraining.edu

Ms. Irene Zakon
President and CEO
BIR Training Center
3601 W. Devon Ave., Suite 210
Chicago, IL 60659

Subject: Renewal of Accreditation - Denial

BIR TRAINING CENTER, CHICAGO, IL	ID CODE 00223527(MC)
BIR TRAINING CENTER, CHICAGO, IL	ID CODE 00228272 (LS)
BIR TRAINING CENTER, CHICAGO, IL	ID CODE 00228276 (LS)
BIR TRAINING CENTER, CHICAGO, IL	ID CODE 00242509 (LS)
BIR TRAINING CENTER—MANUFACTURING LAB, CHICAGO, IL	ID CODE 00242531 (LS)

Dear Ms. Zakon:

At its April 2018 meeting, the Council considered your institution's application for renewal of accreditation, the evaluation team's visit report, and the institution's responses to that report. The team's report contained 34 findings, 5 of which were satisfactorily addressed. Further, the institution did not submit, in a timely manner as directed in multiple communications from ACICS, responses to 8 of the findings. Responses for 3 of these 8 unaddressed concerns were submitted during the Council's meeting, after the completion of its review.

As a result of its review, the Council found the following based on the *Accreditation Criteria*:

1. The institution could not demonstrate that it continues to meet ACICS's minimum eligibility requirements (Section 1-2-100(a)). More than 90 percent of the institution's students are enrolled in one of the four English language programs – English Language Introductory, English Language Bridge, English Language Test Preparation, and Applied Business Communications. The contents of these programs are not on a postsecondary academic level; therefore, the certificate that is awarded upon completion of these programs is not a postsecondary academic credential. Accordingly, the institution does not comply with the minimum eligibility requirements for accreditation by the Council.
2. There is no evidence that the institution secured Council's approval prior to its initiation of distance education (Sections 2-2-101(d), and 2-2-106 and Appendix H). The institution's response to this finding was submitted after the conclusion of the Council's review.

3. There is no evidence that the institution sought and obtained approval from the Council prior to initiating several new programs (Section 2-2-120). There are 13 programs described as “industry certification pathway programs” and a program in application development that have not been submitted to ACICS for review and approval. The institution’s response to this finding was submitted after the conclusion of the Council’s review.
4. The institution failed to obtain approval from the Council prior to implementing substantive changes to its approved programs (Sections 2-2-121(a) and 2-2-151). The institution did not provide a response to this finding.
5. The institution’s mission does not contain a set of supporting objectives (Sections 3-1-100 and 3-1-101). In response to this finding, the institution submitted a list of objectives for each segment of the mission statement. However, there was no additional information regarding how these objectives were developed, nor was an updated catalog or Campus Effectiveness Plan (CEP) provided to evidence publication of the revised mission statement.
6. The Campus Effectiveness Plan (CEP) does not meet Council’s standards, having failed to include all required components as well as appropriately evaluating all seven elements (Section 3-1-111, and Appendix K and Glossary). The institution did not provide a response to this finding.
7. There is no documentation to evidence the implementation of the CEP including the completion of progress reports to evidence the completion of activities (Section 3-1-112 and Appendix K). The institution did not provide a response to this finding.
8. There is no documentation to evidence the annual evaluation of the CEP (Section 3-1-113 and Appendix K). The institution did not provide a response to this finding.
9. There is no evidence that all learning sites receive appropriate supervision and monitoring (Sections 3-1-202, 3-1-202(a), and 3-1-202(b)). The institution submitted floor plans for each location with the names of the apparent onsite administrator written in; however, documentation, such as signed job descriptions indicating specific learning site oversight responsibilities for these individuals was not included. For example, the job description for Ms. Roxanne Wittkamp does not include any learning site administrative responsibilities, despite the reference made about her in the institution’s narrative. Additionally, the narrative indicates that the registrar is responsible for oversight of the Loop location when Mr. Michael Glatt is not available. A specific registrar was not mentioned, and a review of the job description for registrars shows no learning site oversight responsibilities. Also, while the Council was able to determine that Mr. Arkady Rubensteyn is the chief onsite administrator for the Manufacturing Lab, no

documentation was provided to show that he is aware of these duties or the expectations of the position.

10. The placement data reported to ACICS on the 2017 Campus Accountability Report (CAR) could not be verified. Additionally, the integrity of enrollment data at the institution, including its learning sites, could not be determined (Section 3-1-203 and Appendix L). Documentation to support those graduates reported as unavailable for placement on the CAR was not available to the team. In its response, the institution submitted more than 1000 F-1 Visa forms. However, no CAR back-up data was provided to identify the students who were reported as not available for placement due to Visa restrictions. Further, there was no additional information provided to show whether the Visa forms were for current students, recent graduates, or students who may have left the institution at some point in time. Additionally, the Council was unable to determine the current number of students enrolled at any of the BIR locations. In response to the finding, the institution provided class rosters for each location; however, there was no indication of the term being referenced on the roster nor was there documentation to identify the total number of students at each specific location.
11. The grading system, in both the catalog and on the academic transcript, are not consistent, and the grading scale is not fully explained (Sections 3-1- 303(e) and 3-1-701, and Appendix C). The institution submitted a copy of the grading scale as found in the current 2017-2018 catalog, and a copy of an official transcript. However, the official transcript provided in response to the finding included a grade of "E," which was not included in the grading system in the catalog. Additionally, the grading scale on the transcript as well as in the catalog is also missing a numerical scale equivalency. There is no determination of the weight of each letter grade (i.e. "A" = 90-100).
12. There was no evidence that admissions personnel are communicating current and accurate information to students regarding tuition for the medical assisting program. Further, there is no evidence that all similarly situated students in the medical assisting program are charged the same tuition (Sections 3-1-412 (a) and 3-1-432). A narrative response was not provided and the supporting documentation did not address the concern raised with the communication of accurate information to medical assisting students. Further, supporting documentation was provided for only three of the six students referenced in the team report. This documentation included "Curriculum Update" forms for three students, which denoted courses that were accepted as transfers with no fees associated and those with a charge; however, because the institution did include a description of the form, or an explanation of how the form showed appropriate application of tuition, the Council could not evaluate compliance. Additionally, a copy of a Tuition and Fees 2016 – 2017 cost sheet (showing cost per individual course) was also provided but there were no ledger cards to determine the application of the fees for consistency. No documentation was provided for Ms. Stacey Johnson, Ms. Jasmine Pineda, or Ms. Nancy Robles.

13. The institutions with which the institution has established articulation agreements are not disclosed in the institution's catalog (Sections 3-1-413 & 3-1-701, and Appendix C). The institution's response stated that articulation agreements were not in use and instead, referenced a memorandum of understanding with other institutions. However, the institution did not provide a copy of its catalog, any of the memoranda of understanding that are referenced, or any other documentation to support its response.
14. The Council could not determine that enrollment agreements for all students include the scheduled month and year of expected graduation (Section 3-1-414). The institution did provide a copy of a blank enrollment agreement that included a field for the expected graduation date, but there is no evidence that the updated enrollment agreement template is now in use.
15. The SAP policy is incomplete and does not include the effect of withdrawals, incomplete grades, repeated courses, non-punitive grades, non-credit remedial courses, additional credentials, transfer of credits, or change of programs (Section 3-1-421 and Appendix D). The institution stated in its response that it would be reinstating an earlier satisfactory academic progress (SAP) policy to replace the SAP policy that the team found to be incomplete, but the response did not provide any evidence that an appropriate SAP policy has been developed, implemented, or included in the catalog.
16. The Council could not determine whether the institution correctly applied its stated SAP policy for student Wittawat Khwanmuang (Section 3-1-422 and Appendix D). The institution submitted a copy of a SAP notification sent to the student; however, the student's transcript was not provided, so the academic progress of the student could not be confirmed.
17. Financial records for students do not clearly outline the tuition and fees (Section 3-1-432(b)). The institution submitted ledger cards for two students; however, the ledger cards do not clearly describe each entry (a number of entries totaling \$680 on the ledger cards provided were labeled "other fees" without further explanation), distinguish charges from payments or credits from debits, or outline the account balance after each transaction.
18. There was no evidence that the time and resources devoted to the administration of the ESL programs is sufficient (Section 3-1-511). While the institution's response included ACICS data sheets for three individuals, the data sheets were not appropriately completed with the information detailing the typical duties performed on a daily basis. Specifically, there was no allocation of the number of hours spent on administrative duties or the number of hours spent teaching.
19. The medical assisting program does not utilize a variety of community resources (Section 3-1-512(c) and Glossary). The institution provided documentation of its use as a testing

- site, a relationship with the American Academy of Professional Coders (AAPC), and two articulation agreements. However, these examples do not demonstrate how student enrichment or potential career opportunities are enhanced. The institution also noted in its response to a previous finding (#13), that it does not have any current articulation agreements; thus, their inclusion as an example of community resources is confusing.
20. Prerequisites were not followed for student Shirley Holden in the medical assisting program (Section 3-1-513(b) and Glossary). In its response, the institution indicated that the issue was just an administrative error. As supporting documentation, an e-mail and test results for a phlebotomy exam were provided. However, the institution did not address the original concerns that the student's courses were not taken in the appropriate prerequisite order or how it would ensure that this would not happen in the future.
 21. It cannot be determined if credits awarded were appropriately converted, and clock (contact) hours could not be verified for the English language programs (Section 3-1-516). While the institution provided a narrative response and program descriptions, it did not include any schedules or academic credit analyses to demonstrate that credit is appropriately converted.
 22. One faculty development plan does not include both in-service and professional growth activities, with evidence of implementation (Section 3-1-543). The institution submitted a faculty development plan for Mr. Gershon Wolf; however, it indicated that his ITBE membership is no longer active and no other professional growth activities were included in the plan.
 23. The catalog does not meet Council requirements (Section 3-1-701 and Appendix C). The institution did not respond to this finding.
 24. Not all advertising and promotional literature is truthful and dignified. Additionally, the correct name of the institution is not used in all advertising, web postings, and promotional literature; the institution did not provide evidence of the factual nature of student testimonials through documented prior consent; and the advertising for the computerized manufacturing and robotics program and English language programs do not match the catalog (Section 3-1-703 and Appendix C). The institution's response to this finding was submitted after the conclusion of the Council's review.
 25. The Council could not determine that the Belmont learning site provides appropriate learning resource space or materials to support the needs of the students (Section 3-1-800(g)). Although the institution's response included a floor plan and a photo, it did not provide any information regarding resources that have been added to the site since the team's visit or to demonstrate that the physical space and resources are now adequate, given that the students are not able to conveniently travel to the oversight campus for access to these resources.

26. The Council could not determine that the student/teacher ratios are appropriate for all courses at the campus and all learning sites (Section 3-2-106). In its response, the institution included the same documentation that the team found to be inadequate, without providing any explanation why it believed the team's conclusions were incorrect.
27. There is no evidence that students at the Loop and O'Hare learning sites have proper access to instructional resource materials (Sections 3-2-200 and 3-2-201). Although the institution's response included various lists of materials available, the list did not specify at which learning site the materials were located or provide any documentation to demonstrate that sufficient and appropriate resources are available to support the needs of students at each site. Additionally, the response did not specify which staff member was assigned to assist students in the library/learning resource center in the acquisition and use of institutional resources at each learning site.
28. There is insufficient evidence to demonstrate that all staff, including the administrative team, understand their duties and responsibilities (Sections 3-1-202(a)(b) and 3-1-303(a)). The institution provided job descriptions for 24 employees; however, a catalog or other faculty/staff listing document was not provided, so the Council was unable to determine if the information provided was for all current staff members. A job description was missing for at least one staff member, Mr. Arkady Rubensteyn.
29. The institution does not maintain adequate records relative to its administrative operations (Sections 3-1-303 and 3-1-303(a)). The institution did not sufficiently address several findings regarding appropriate recordkeeping, including records related to the initiation of new programs and program changes, the Campus Effectiveness Plan (CEP), staff, faculty, and student records, instructional resources and materials, and advertising and promotional literature.

Council Action

In light of the number of outstanding areas of non-compliance and the institution's inability to demonstrate that it continues to meet ACICS's minimum eligibility requirements for accreditation, the Council determined the large number of findings and the significant number of unresolved/unaddressed areas to be indicators of the institution's substantive noncompliance with the *Accreditation Criteria*. Therefore, the Council acted to **deny the institution's application for renewal of accreditation.**

Please notify the Council office in writing within ten (10) business days of receipt of this notice, May 3, 2018, if institution desires to appeal this decision to the Review Board. The appeal notification must include payment as detailed in the [Schedule of Fees](#) under Hearing Fees. The payment is also due within ten (10) business days of receipt of this notice, May 3, 2018. The Council's decision is final and will be published if the appeal notice and appropriate fee are not provided within ten business days of your receipt of this notice. If the institution elects to appeal

this action to the Review Board and remits the appropriate fee by the established deadline, then more detailed appeal procedures and information will be forwarded to the institution.

If the institution elects not to appeal this action, the institution must submit any comments regarding this decision to the Council office within two weeks of the date of this letter. Should the institution choose to submit any comments, these comments will be included in the summary detailing the reasons for the Council's decision that will be made available to the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, and the public through www.acics.org.

Institutional Teach-Out Plan

Finally, if the institution exercises its appeal rights, in compliance with Section 2-2-303(b) of the *Accreditation Criteria*, the institution is directed to submit to the Council office by **May 3, 2018**, the ACICS Campus Closing Application, which includes an appropriate teach-out plan and all applicable documentation requested by the application.

The Council expects that the institution will take the appropriate steps to assist its students through any transition to successfully complete their programs in an orderly manner. The institution is advised that Section 2-3-900 of the ACICS *Accreditation Criteria* stipulates that the Council may bar any person or entity from being an owner or senior manager of an ACICS-accredited institution if that person or entity was an owner or manager of an institution that loses its accreditation as a result of a denial or suspension action or that closes without providing a teach-out or refunds to students matriculated at that time of closure.

Current Grant Expires April 30, 2018

The institution is advised that the current grant of accreditation is extended through **May 3, 2018**. Though, should the institution elect to appeal the decision and remit the appropriate fee by the established deadline, the grant of accreditation will be extended through the final disposition.

Please contact Ms. LaToya Boyd at lboyd@acics.org or (202) 336-6777 if you have any questions.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

c: Ms. Cathy Sheffield, U.S. Department of Education, Accreditation and State Liaison
Dr. Daniel Cullen, Illinois Board of Higher Education (Cullen@ibhe.org)

Case Name: *In the Matter of Accrediting Council for Independent Colleges and Schools*

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-175



ACICS APPLICATION WITHDRAWAL POLICY

The timely processing of applications for substantive and non-substantive changes is a key feature of the new Member Center that goes live on Monday, July 6. New requirements for submitting applications are designed to keep accreditation information current and to streamline the process for assuring the quality of substantive and non-substantive changes. Among other requirements, any request for the review of a substantive or non-substantive change must include a full remittance, a completed application, and all required supporting documentation, before the request will be put in queue for review. In addition, ACICS will implement a "withdrawal" policy to maintain the currency of the application material:

- Effective September 2, 2015, any application with a purchase date of six months or older, and void of required documentation will be deemed "withdrawn". The institution will not be entitled to a refund, and it will be required to repurchase the application in order to continue with the proposed change.

STAFF REVIEW

Each application has a list of required documentation. This information is available on our web site under the Accreditation tab and Applications and Forms. In order for an application to be placed in queue for staff review, all required documentation must be submitted. Supporting documentation identified as "if applicable" or "as requested" is not part of the "required documentation". If additional documentation requested from staff or required of the specific application is not submitted timely, it could impact the review turn-around.

COMMUNICATION CHANNELS

Throughout the review process, staff will work with the application preparer to ensure the application meets ACICS requirements and expectations. This communication is most often conducted via email using the application preparer's email account on record and provided on the application form. However, all final decisions will be sent to the institution's unique email account. It is the responsibility of the member institution to ensure all email addresses are accurate and key personnel at the institution responsible for accreditation decisions receive these communications. ACICS will also use the member institution's email exclusively for final Council approvals and requests for information which may require a response from the institution within a stated period of time.

KEY INFORMATION REGARDING THIS APPLICATION

Pursuant to section 2-2-104 of the ACICS Accreditation Criteria, the institution must secure approval from ACICS prior to the initiation of any new educational activity which is under the direct control of the on-site administration of a main or branch campus. In addition, if the activity involves 50% or more of an academic program, the learning site must be approved by the Council before advertising, recruiting, and enrollment may take place.

If approved, activity at the learning site must be initiated within one year of the proposed start date.



APPLICATION PROCEDURES

NOTE: A learning site application must be submitted through the managing campus. All programs of study with coursework to be delivered at the learning site, including full programs of study, MUST be approved through the managing campus and are included in the managing campus' approved program listing. Students enrolled in programs of study at a learning site will be reported annually through the ACICS Campus Accountability Report by the managing campus. Currently, a learning site will not appear on the ACICS directory of institutions as they are not independent locations.

Although ACICS will issue an ID to a learning site, this is for record-keeping only. Members will not have access to any application or service through the member center using the learning site ID.

The following documents are required to initiate a learning site:

- APPLICATION
- STATE DOCUMENTATION – State approval or evidence that the state does not approve this activity is required.
- CATALOG – A draft catalog displaying the learning site as it will be published following approval
- INVENTORY OF EQUIPMENT – *If applicable*, a list of equipment that would be required at the learning site.
- UPDATE FORM – An evaluation update visit form, if applicable, must be submitted two weeks prior to an on-site evaluation visit.
- CLASS SCHEDULE – *If applicable*, a class schedule for activity that is scheduled during the on-site evaluation visit must be submitted two weeks prior to the visit.

RESTRICTIONS

Any institution which is currently under review by the Financial Review Committee due to a net loss or a negative net worth on its most recent financial report must request and receive Council permission to submit an application for any additional location where more than 50% of a program is being delivered. Requests must be submitted by March 15, July 15, or November 15 for consideration at the subsequent Council meeting. Any institution under a show-cause directive, a negative action, or in a probation status will not receive approval for a nonmain campus.



LEARNING SITE APPLICATION

NOTE: Definition of a learning site requires a managing campus, either a main or branch, to assume sufficient on-site administration, student services, and/or academic responsibilities, not offered at the learning site, required to maintain academic quality. If a location is not functioning as a learning site, it most often fits the definition of a branch campus. A branch campus is considered permanent in nature, has its own budget, faculty, administrative staff and supervisory organization. It is important to correctly classify a location as either a learning site or branch campus by identifying what services at the learning site are provided at the managing campus and the method used to offer those services to students at the learning site in order to maintain academic quality. The distinction of responsibilities is more difficult when learning sites offer full programs. However, it remains the responsibility of the institution to provide sufficient information to support the Council's definition of a learning site.

MANAGING CAMPUS CONTACT INFORMATION

ACICS ID: 00010315 Institution Email: rbazant@penncommercial.edu
Campus Name: Penn Commercial Business/Technical School
Campus Address: 242 Oak Spring Road
Classification: Main Campus: X Branch Campus:
On-Site Administrator:
Application Preparer (include Name and Title): Director of Education
Preparer's Email: @penncommercial.edu

LEARNING SITE CONTACT INFORMATION

Learning Site Name: Toni&Guy Hairdressing Academy TIGI Creative School
Physical Address: 230 Oak Spring Road
How many miles is the learning site from the managing campus? 0
On-site Administrator:

LEARNING SITE ACTIVITY

1. How many faculty do you expect to be assigned to the LS? Full-time 4 Part-time 1
1a. How many of the faculty above are also assigned to the managing campus? 0
2. Will the LS offer selected courses? Yes No X
If selected courses ONLY are to be offered at the LS, list the courses to be offered and identify the instructional format (lecture/lab).
2a.
2b.
2c.



LEARNING SITE APPLICATION

2d.	
2e.	
2f.	
2g.	
2h.	
2i.	
2j.	

3. Will the LS offer 50% or more of one or more programs of study? Yes No

If 50% or more of a program of study is to be offered at the LS, list each program of study and the resulting credential to be awarded. (if more than 8 programs of study are offered at the LS, submit the list of programs of study through a separate document and attach to the application for submission).

3a.	Cosmetology	Diploma
3b.		
3c.		
3d.		
3e.		
3f.		
3g.		
3h.		

4. Is the purpose of the LS to deliver distance education activity ONLY? Yes No

5. Is the purpose of the LS to deliver collaborative arrangements with other entities for specific on-site educational activity? Yes No

5a. If YES, explain (list the contracting organization, nature and length of contract, number of students involved, etc.)

5b. Was a contract / consortium agreement submitted and approved by ACICS? Yes No

LEARNING SITE INFORMATION AND SERVICES

6. Was the LS facility previously classified as a branch or main campus? Yes No

6a. If YES, explain why the location is being reclassified as a learning site:

In order to utilize the name Toni&Guy Hairdressing Academy TIGI Creative School and to teach the cosmetology programs at this learning site.

7. Does the LS possess an appropriate state license to operate? Yes No



LEARNING SITE APPLICATION

8.	Is the LS within the same corporation as the managing campus or a wholly owned subsidiary of the managing campus' corporation?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
8a.	Is NO, explain:	<input type="text"/>			
9.	What is the effective date of commencement of operations?	3/14/16			
10.	What is the expected first date of classes?	4/4/16			
11.	What is the estimated student enrollment at the LS?	Full-time:	60	Part-time:	<input type="text"/>
12.	What is the expected tuition revenue of the LS? (in U.S. dollars)	\$850,000			
12a.	What percentage of expected revenue is to be obtained from non-student funding (government or private contracted funds)?	20%			
12b.	What percentage of expected revenue is to be obtained from student funding (including Title funding and cash payments)?	80%			
13.	Is the learning site a permanent or temporary facility?	Permanent:	<input checked="" type="checkbox"/>	Temporary:	<input type="checkbox"/>
13a.	If temporary, what is the expected closing date?	<input type="text"/>			
14.	Respond to each of the questions below to justify the classification of this location as a learning site:				
14a.	The LS is geographically apart from the managing campus?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
14b.	The LS is under the same corporate structure as the managing campus?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
14c.	The LS has a separate budget from the managing campus?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
15.	Which of the following services are provided 100% to students at the LS through the managing campus?				
15a.	A person serving the role as an on-site administrator	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
15b.	Admission and registration services	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
15c.	Financial aid services and counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
15d.	Evaluation of faculty and curriculum	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
15e.	Department chair(s)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
15f.	Career services, including placement and counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
15g.	LRC services and support from qualified librarian or individual trained by librarian, if required for credential level.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
15h.	Student learning outcomes (student satisfaction and success)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
16.	If any of the services above are not offered 100% through the managing campus, explain how the service is provided to the students at the LS and how frequent the service is scheduled at the LS.				
16a.	Admission and registration services	<input type="text"/>			
16b.	On-site administrator	The cosmetology supervisor is the on site administrator for the learning site.			
16c.	Financial aid services and counseling	<input type="text"/>			



LEARNING SITE APPLICATION

16d. Evaluation of faculty and curriculum

The cosmetology supervisor, who is the onsite administrator, is responsible for curriculum and evaluation of faculty along with the Director of Education.

16e. Department chair.

The cosmetology supervisor is the department chair for the cosmetology program.

16f. Career services, including placement and counseling

16g. LRC services

16h. Student learning outcomes

17. Describe the catalog used to list this site and how it reflects the LS operations?

The catalog which lists this site is the Penn Commercial Business/Technical School student catalog.

18.	Is the institution currently under financial review by the Council?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
19.	Is the institution currently under a compliance warning by the Council?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

If either the response to either 18 or 19 was YES, the institution is required to obtain approval from the Council before submitting a request for a new learning site. That approval must be uploaded as part of this application process and available for staff review.



March 17, 2016

Sent Via Email ONLY

Ms. Marianne Albert
Director of Operations
Penn Commercial Business/Technical School
242 Oak Spring Road
Washington, PA 15301
acics@penncommercial.edu
rbazant@penncommercial.edu

Dear Ms. Albert:

SUBJECT: New Learning Site Request - Approval

00275891 Toni & Guy Hairdressing Academy, Washington, PA, learning site
00010315 Penn Commercial Business/Technical School, Washington, PA,
managing campus

This letter will acknowledge receipt of the institution's request for a new learning site referred to as Toni & Guy Hairdressing Academy, located at 230 Oak Spring Road, Washington, PA 15301, and managed by Penn Commercial Business/Technical School, Washington, PA, a main campus, ACICS ID: 00010315.

Based on the information provided, and in accordance with Sections 1-3-103 and 2-2-104 of the ACICS *Accreditation Criteria*, this facility appear to meet the Council's definition of a learning site and therefore is included within the institution's scope of accreditation. The learning site is approved to offer less than 50% of a program of study. If educational instruction is increased to equal or exceed 50% of a program of study at this location, the institution is required to obtain Council approval prior to implementation and the action would be considered a substantive change to the institution's scope of accreditation.

The ACICS ID for the new learning site is 00275891 and should be used for record keeping only. Any future requests for activity at this location must be submitted through the managing campus.

The managing campus is required to report student activity at the learning site annually through the Annual Accountability report and Annual Financial Report.

Thank you for keeping us informed of developments at your institution. If you have any questions about this matter, please contact Ms. Terri Jelinek, Program Analyst, at 202-336-6774 or tjelinek@acics.org.

Sincerely,

(b)(6)

cc: Ms. Cathy Sheffield, U.S. Department of Education, aslrecordsmanager@ed.gov



ACICS APPLICATION WITHDRAWAL POLICY

The timely processing of applications for substantive and non-substantive changes is a key feature of the new Member Center that goes live on Monday, July 6. New requirements for submitting applications are designed to keep accreditation information current and to streamline the process for assuring the quality of substantive and non-substantive changes. Among other requirements, any request for the review of a substantive or non-substantive change must include a full remittance, a completed application, and all required supporting documentation, before the request will be put in queue for review. In addition, ACICS will implement a "withdrawal" policy to maintain the currency of the application material:

- Effective September 2, 2015, any application with a purchase date of six months or older, and void of required documentation will be deemed "withdrawn". The institution will not be entitled to a refund, and it will be required to repurchase the application in order to continue with the proposed change.

STAFF REVIEW

Each application has a list of required documentation. This information is available on our web site under the Accreditation tab and Applications and Forms. In order for an application to be placed in queue for staff review, all required documentation must be submitted. Supporting documentation identified as "if applicable" or "as requested" is not part of the "required documentation". If additional documentation requested from staff or required of the specific application is not submitted timely, it could impact the review turn-around.

COMMUNICATION CHANNELS

Throughout the review process, staff will work with the application preparer to ensure the application meets ACICS requirements and expectations. This communication is most often conducted via email using the application preparer's email account on record and provided on the application form. However, all final decisions will be sent to the institution's unique email account. It is the responsibility of the member institution to ensure all email addresses are accurate and key personnel at the institution responsible for accreditation decisions receive these communications. ACICS will also use the member institution's email exclusively for final Council approvals and requests for information which may require a response from the institution within a stated period of time.

KEY INFORMATION REGARDING THIS APPLICATION

Pursuant to section 2-2-104 of the ACICS Accreditation Criteria, the institution must secure approval from ACICS prior to the initiation of any new educational activity which is under the direct control of the on-site administration of a main or branch campus. In addition, if the activity involves 50% or more of an academic program, the learning site must be approved by the Council before advertising, recruiting, and enrollment may take place.

If approved, activity at the learning site must be initiated within one year of the proposed start date.



APPLICATION PROCEDURES

NOTE: A learning site application must be submitted through the managing campus. All programs of study with coursework to be delivered at the learning site, including full programs of study, MUST be approved through the managing campus and are included in the managing campus' approved program listing. Students enrolled in programs of study at a learning site will be reported annually through the ACICS Campus Accountability Report by the managing campus. Currently, a learning site will not appear on the ACICS directory of institutions as they are not independent locations.

Although ACICS will issue an ID to a learning site, this is for record-keeping only. Members will not have access to any application or service through the member center using the learning site ID.

The following documents are required to initiate a learning site:

- APPLICATION
- STATE DOCUMENTATION – State approval or evidence that the state does not approve this activity is required.
- CATALOG – A draft catalog displaying the learning site as it will be published following approval
- INVENTORY OF EQUIPMENT – *If applicable*, a list of equipment that would be required at the learning site.
- UPDATE FORM – An evaluation update visit form, if applicable, must be submitted two weeks prior to an on-site evaluation visit.
- CLASS SCHEDULE – *If applicable*, a class schedule for activity that is scheduled during the on-site evaluation visit must be submitted two weeks prior to the visit.

RESTRICTIONS

Any institution which is currently under review by the Financial Review Committee due to a net loss or a negative net worth on its most recent financial report must request and receive Council permission to submit an application for any additional location where more than 50% of a program is being delivered. Requests must be submitted by March 15, July 15, or November 15 for consideration at the subsequent Council meeting. Any institution under a show-cause directive, a negative action, or in a probation status will not receive approval for a nonmain campus.



LEARNING SITE APPLICATION

NOTE: Definition of a learning site requires a managing campus, either a main or branch, to assume sufficient on-site administration, student services, and/or academic responsibilities, not offered at the learning site, required to maintain academic quality. If a location is not functioning as a learning site, it most often fits the definition of a branch campus. A branch campus is considered permanent in nature, has its own budget, faculty, administrative staff and supervisory organization. It is important to correctly classify a location as either a learning site or branch campus by identifying what services at the learning site are provided at the managing campus and the method used to offer those services to students at the learning site in order to maintain academic quality. The distinction of responsibilities is more difficult when learning sites offer full programs. However, it remains the responsibility of the institution to provide sufficient information to support the Council's definition of a learning site.

MANAGING CAMPUS CONTACT INFORMATION

ACICS ID: 00010315 Institution Email: rbazant@penncommercial.edu
Campus Name: Penn Commercial Business/Technical School
Campus Address: 242 Oak Spring Road
Classification: Main Campus: X Branch Campus:
On-Site Administrator:
Application Preparer (include Name and Title): Director of Education
Preparer's Email: @penncommercial.edu

LEARNING SITE CONTACT INFORMATION

Learning Site Name: Toni&Guy Hairdressing Academy TIGI Creative School
Physical Address: 230 Oak Spring Road
How many miles is the learning site from the managing campus?: 0
On-site Administrator:

LEARNING SITE ACTIVITY

1. How many faculty do you expect to be assigned to the LS? Full-time 4 Part-time 1
1a. How many of the faculty above are also assigned to the managing campus? 0
2. Will the LS offer selected courses? Yes No X
If selected courses ONLY are to be offered at the LS, list the courses to be offered and identify the instructional format (lecture/lab).
2a.
2b.
2c.



LEARNING SITE APPLICATION

2d.		
2e.		
2f.		
2g.		
2h.		
2i.		
2j.		
3.	Will the LS offer 50% or more of one or more programs of study?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

If 50% or more of a program of study is to be offered at the LS, list each program of study and the resulting credential to be awarded. (if more than 8 programs of study are offered at the LS, submit the list of programs of study through a separate document and attach to the application for submission).

3a.	Cosmetology	Diploma
3b.		
3c.		
3d.		
3e.		
3f.		
3g.		
3h.		

4.	Is the purpose of the LS to deliver distance education activity ONLY?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
5.	Is the purpose of the LS to deliver collaborative arrangements with other entities for specific on-site educational activity?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

5a.	If YES, explain (list the contracting organization, nature and length of contract, number of students involved, etc.)	
5b.	Was a contract / consortium agreement submitted and approved by ACICS?	Yes <input type="checkbox"/> No <input type="checkbox"/>

LEARNING SITE INFORMATION AND SERVICES

6.	Was the LS facility previously classified as a branch or main campus?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
6a.	If YES, explain why the location is being reclassified as a learning site:	In order to utilize the name Toni&Guy Hairdressing Academy TIGI Creative School and to teach the cosmetology programs at this learning site.
7.	Does the LS possess an appropriate state license to operate?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>



LEARNING SITE APPLICATION

8.	Is the LS within the same corporation as the managing campus or a wholly owned subsidiary of the managing campus' corporation?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
8a.	Is NO, explain:				
9.	What is the effective date of commencement of operations?	3/14/16			
10.	What is the expected first date of classes?	4/4/16			
11.	What is the estimated student enrollment at the LS?	Full-time:	60	Part-time:	
12.	What is the expected tuition revenue of the LS? (in U.S. dollars)	\$850,000			
12a.	What percentage of expected revenue is to be obtained from non-student funding (government or private contracted funds)?	20%			
12b.	What percentage of expected revenue is to be obtained from student funding (including Title funding and cash payments)?	80%			
13.	Is the learning site a permanent or temporary facility?	Permanent:	<input checked="" type="checkbox"/>	Temporary:	<input type="checkbox"/>
13a.	If temporary, what is the expected closing date?				

14. Respond to each of the questions below to justify the classification of this location as a learning site:

14a.	The LS is geographically apart from the managing campus?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
14b.	The LS is under the same corporate structure as the managing campus?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
14c.	The LS has a separate budget from the managing campus?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
15.	Which of the following services are provided 100% to students at the LS through the managing campus?				
15a.	A person serving the role as an on-site administrator	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
15b.	Admission and registration services	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
15c.	Financial aid services and counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
15d.	Evaluation of faculty and curriculum	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
15e.	Department chair(s)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
15f.	Career services, including placement and counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
15g.	LRC services and support from qualified librarian or individual trained by librarian, if required for credential level.	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
15h.	Student learning outcomes (student satisfaction and success)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

16. If any of the services above are not offered 100% through the managing campus, explain how the service is provided to the students at the LS and how frequent the service is scheduled at the LS.

16a.	Admission and registration services	
16b.	On-site administrator	The cosmetology supervisor is the on site administrator for the learning site.
16c.	Financial aid services and counseling	



16d. Evaluation of faculty and curriculum	The cosmetology supervisor, who is the onsite administrator, is responsible for curriculum and evaluation of faculty along with the Director of Education.			
16e. Department chair.	The cosmetology supervisor is the department chair for the cosmetology program.			
16f. Career services, including placement and counseling				
16g. LRC services				
16h. Student learning outcomes				
17. Describe the catalog used to list this site and how it reflects the LS operations?	The catalog which lists this site is the Penn Commercial Business/Technical School student catalog.			
18. Is the institution currently under financial review by the Council?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
19. Is the institution currently under a compliance warning by the Council?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

If either the response to either 18 or 19 was YES, the institution is required to obtain approval from the Council before submitting a request for a new learning site. That approval must be uploaded as part of this application process and available for staff review.



PLAN TO EXPAND AN INSTITUTION'S SCOPE OF ACCREDITATION

Initiation of a Learning Site

This document is required when preliminary review of a new campus is determined to be compliant with ACICS Accreditation Criteria, but is determined to be outside the institution's current scope of accreditation.

Learning Site. It is the responsibility of the institution to secure approval from ACICS prior to initiation of any new educational activity which is under the direct control of the on-site administration of a main campus or branch campus and at a site that is apart from the primary location of that campus. In addition, if that activity involves 50% or more of an academic program, the learning site must be approved by the Council before advertising, recruiting, and enrollment may take place. If approved, activity must be initiated at the learning site within one year of the proposed start date. The institution shall provide, on Council forms, the location of the activity, its educational purpose, the programs offered, the number of students involved, and any additional information ACICS may request. A catalog for the campus which identifies the learning site also shall be included as part of the application.

Campus/Institution Information (Oversight Campus)

Campus Name, City, State Penn Commercial Business/Technical School, 242 Oak Spring Road, Washington PA 15301

Campus ACICS ID: 00010315 Classification: Main Branch Campus (BC)

If AL, Main Campus ACICS ID: _____

Enter the name of the new campus as it is approved by the state and as it will be reflected on the certificate of graduation.

Learning Site Details

Campus Name, City, State Toni&Guy Hairdressing Academy, 230 Oak Spring Road, Washington PA 15301

Campus ACICS ID: _____

1. First date of classes: May 2016
2. Estimated number of students to be enrolled: Full-time: 60 Part-time: 5
3. Will students utilize services at the managing campus? Yes No

*If yes, how many miles is the learning site from the managing campus: 0 mi
If no, please fully describe the methods by which services will be made available to the students:*

4. List the number of faculty assigned to this location: Full-time: 4 Part-time: 1
5. Is any of the faculty at this location also assigned to the managing campus? Yes No



PLAN TO EXPAND AN INSTITUTION'S SCOPE OF ACCREDITATION

Page 2 of 3
Revised: October 2014

Initiation of a Learning Site

Substantive Change to the Institution's Scope of Accreditation Information

The new campus location referenced above was submitted to ACICS for review and approval. The proposed new campus is determined to be a substantive change to the institution's current scope of accreditation. All questions must be completed. Upon completion, this information will be presented to the Substantive Change Review Committee (SCRC) for action. Inclusion of the substantive change activity into the institution's scope of accreditation is required prior to approval of the new campus.

A thorough review of the information provided in this document will be conducted by the SCRC. Following the review, the SCRC will recommend approval of a substantive change to the institution's scope of accreditation or request additional information from the campus. If the SCRC requests additional information, the campus will be notified and can revise and re-submit the proposed plan for expansion, or withdraw the new campus application.

Recommendations for approval from the SCRC will be presented to the Council for final approval to expand the institution's scope of accreditation, the campus initiating the substantive change will be required to host a quality assurance monitoring (QAM) visit. The scheduling of the QAM visit will be communicated in the Council's approval letter to expand the institution's scope of accreditation.

If staff review conflicts with information stated on this application, a revised application may be requested.

*Explain the Institution's Plan to Expand The Scope of Accreditation in the following areas **(limit each response to 500 words or less)***

OVERSIGHT – *Explain how the operations of the campus addition will be managed, including detailed narratives in the following areas: Administration (Adequate staffing and supervision, Services (Admissions and registration; career/ placement and counseling services; and library), Evaluation (of faculty and curriculum), Learning Outcomes (student satisfaction and success):*

The campus addition will be managed exactly as the main campus is managed. It is connected to the main campus by a door and the students and instructors merely walk down a community hallway to reach all administrative offices and all Penn Commercial personnel offices, the LRC, Student Center, Bookstore, etc. Career Placement is handled by the cosmetology instructors in the "Employment Preparation" class. The Vice President of Academic Affairs hires all instructors, with input from the Cosmetology Supervisor; Admissions and registration is conducted by Penn Commercial's Admissions Department; Instructors are evaluated by the Director of Academic Affairs who evaluates all Penn Commercial instructors; Curriculum is developed by the Director of Education with input and guidance from the Cosmetology Supervisor and the cosmetology instructors. This set up is working very smoothly and very well for all cosmetology instructors and students.

FINANCIAL – *Explain the impact the expansion in scope will have financially on this campus. Include in the plan the impact on the current budget (if the expansion in scope is to be implemented during the campus' current fiscal year) and/or future budgets. If applicable, include projections associated with facility requirements, library, instructional resources and technology requirements.*

There will be no financial impact to the campus with the expansion in scope of the learning site.

ACADEMIC – *Explain the impact the expansion in scope will have academically. If applicable, include a timeline for hiring additional faculty, staff, admission representatives, and externship or internship coordinators. If applicable, include any programmatic or specialized accreditation requirements and approval timelines.*

There are no additional programmatic or specialized accreditation requirements and approval timelines needed for this learning site. This learning site previously housed the cosmetology programs and now it merely has



PLAN TO EXPAND AN INSTITUTION'S SCOPE OF ACCREDITATION

Page 3 of 3
Revised: October 2014

Initiation of a Learning Site

expanded to include the teaching of 100% of all of the cosmetology programs. Currently these include the Cosmetology 1250 hour program and the Cosmetology Teacher Program and the Nail Technician Program. We currently have approved by the PA State Board of Cosmetology an Esthetics and Nail Technician Program. This program has been submitted for approval to ACICS. There is no externship component to the cosmetology programs. Two additional cosmetology instructors have been hired and more will be hires, if needed in the future, based on increases in enrollment. There was one additional admissions representative hired to devote the majority of her time to cosmetology and no more staff is anticipated being needed in the future.



September 9, 2016

Sent Via Email Only

Mr. Ron Bennett
School Eligibility Service Director
Program Compliance
830 First Street NE
Room 73D1
Washington, DC 20002
Ron.Bennett@ed.gov

SUBJECT: Title IV Compliance Issue

Dear Mr. Bennett:

In early August 2016 an ACICS accredited institution, Penn Commercial Business/Technical School, located at 242 Oak Spring Road, Washington, PA, initiated an application for an additional "Learning Site" location at 230 Oak Spring Road, Washington, PA. That application indicated that more than 50% of a program would be completed at that location and that the learning site name would be Toni & Guy Hairdressing Academy, teaching a Cosmetology diploma program. Subsequent discussion with ACICS staff relative to the institution's concern over delayed approval requisite to Executive Committee review of a substantive change for a program offering at such a site that is greater than 50%. On March 3, 2016 the institution submitted a revised application indicating less than 50% of a program would be offered at the site, which was reviewed and approved by ACICS, as communicated in a letter dated March 17, 2016.

On August 12, 2016 the institution submitted a learning site application for the then-existing 230 Oak Spring Road location, but with the designation of a greater than 50% program offering, resulting in follow-up processing communication initiated by ACICS staff to clarify the switch from less than 50% to greater than 50% of the Cosmetology program being offered at the site. At this point the discussion made clear that the institution had intended from the start of this learning site to offer more than 50% of the program and have been doing so.

Accordingly this notification is being sent to the U.S. Department of Education consistent with the findings addressed herein and responsive to Appendix G of the ACICS Accreditation Criteria, which specifies such action being taken when the Council has reason to believe there is evidence of a member institution's failure to comply with its Title IV responsibilities.

MC = Main Campus; AL = Additional Location (formerly Branch); CA = Campus Addition (formerly Learning Site)

750 First Street, NE, Suite 980 ● Washington, DC 20002-4223 ● t - 202.336.6780 ● f - 202.842.2593 ●

www.acics.org

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

Mr. Ron Bennett
September 9, 2016
Title IV Compliance Issue
Page 2 of 2

If we can provide any further information or assistance on this matter, please contact the ACICS office at your earliest opportunity.

Sincerely,

(b)(6)

A large rectangular box with a black border, used to redact the signature of Roger J. Williams. The text "(b)(6)" is written in the top-left corner of the box.

Roger J. Williams
Interim President

Enclosures (5)



September 29, 2016

ID Code 00010315(MC)

VIA E-MAIL

Mr. Robert Bazant
Director
Penn Commercial Business/Technical School
242 Oak Spring Road
Washington, PA 15301

acics@penncommercial.edu

Subject: Compliance Warning Letter

Dear Mr. Bazant:

ACICS approved a learning site application for Toni & Guy Hairdressing Academy at 230 Oak Spring Road, Washington, PA for less than 50% of a program on March 17, 2016. Subsequent to that application, on August 12, 2016, the institution submitted a learning site application for the same location, but with the designation of a greater than 50% program offering for its Cosmetology program. In communication with the institution regarding the August 12, 2016 application, ACICS received information that the institution was currently offering more than 50% of the Cosmetology program at the learning site even though it had not received approval from ACICS to offer the program at greater than 50%. Therefore, the Council found the following based on the *Accreditation Criteria*:

- The institution initiated educational activity at learning site of 50% or more of a program without receiving the appropriate approval by ACICS prior to advertising, recruiting, and enrollment at the location (Section 2-2-104(b)).

Council Action

Therefore, the Council acted to place your campus on **compliance warning** and require the following information prior to its December 2016 meeting:

- A full explanation of the events that led the institution to initiate over 50% of a program at a learning site without receiving prior approval from ACICS.

Mr. Robert Bazant
September 29, 2016
Page 2

- A full description of the current activity occurring at the learning site and in the Cosmetology program at the Toni & Guy Hairdressing Academy. Documentation must include a listing of all students that were enrolled since the initial approval of the learning site in March 2016 in the Cosmetology program and/or at the learning site, which includes the student name, their start date, schedule to graduate date, and amount of coursework completed to date. In addition, for all students on the aforementioned list, the institution must provide copies of each student's academic transcript. Furthermore, the institution must provide course schedules for the current term that explains the educational activity occurring in the Cosmetology program and at the learning site.
- The signed and executed franchise disclosure agreement between Penn Commercial Business/Technical School and Toni & Guy Hairdressing Academy.

The information or reports listed above must be received in the Council office electronically by **November 1, 2016**. Failure to provide all information requested by the Council may result in a withdrawal of your institution's grant of accreditation.

The Council is obligated to take adverse action against any institution that fails to come into compliance with the *Accreditation Criteria* within established time frames without good cause. Please consult the Introduction of Title II, Chapter 3 for additional information.

Please contact Dr. Terron King at tking@acics.org or (202) 336-6771 if you have any questions.

Sincerely,

(b)(6)

Roger J. Williams
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)
Ms. Nancy Gifford, U.S. Department of Education, School Participation Team, Region III
(nancy.paula.gifford@ed.gov)
Ms. Patricia Landis, Pennsylvania Division of Private Licensed Schools
(plandis@pa.gov)



EXECUTIVE COMMITTEE MEETING

December 15, 2016

Executive Committee Members

Dr. Lawrence Leak – Chair
Mr. Roger Swartzwelder – Chair Elect
Dr. Edward Thomas
Ms. Julie Blake
Mr. John Euliano

Mr. Roger J. Williams, Interim President

Substantive change actions are presented to the Executive Committee for decision when Council is not in full session. On the agenda for review and decision during this Executive Committee meeting are requests for the following substantive change actions and additional requests requiring Council decision outside of full session:

- A. An institutional change in mission or objectives
- B. A change in the ownership or control of the institution
- C. The addition of programs that are considered to be out-of-scope
- D. The addition of programs at a higher credential level
- E. A change from clock hours to credit hours
- F. A 25% or greater increase in the number of clock or credit hours awarded
- G. The acquisition of any other institution or any program or location
- H. The addition of a permanent location at a site at which the institution is conducting a teach-out
- I. The entering into a contract under which an institution or organization not certified to participate in the Title IV, HEA programs offers more than 25 percent of one or more of the accredited institution's educational programs
- J. The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program
- K. The addition of courses or programs that represent a significant departure from the existing delivery
 - L. Additional action requiring Council decision

ADDITION OF PROGRAMS AT A HIGHER CREDENTIAL LEVEL

1. **International College of Health Sciences, Boynton Beach, FL, ACICS ID 00245831**, requests approval to offer a program of study at the Master's degree level. The institution is currently approved at the Bachelor's degree level.

Summary of Request:

The institution submitted a new program application for Master's degree in Family Nurse Practitioner. The institution currently offers a Nursing degree at the Academic Associate's level and a RN to BSN degree at the Bachelor's level. A summary of the transaction can be found in **Exhibit A**. Below is a brief institutional history including a list of approved programs currently being offered at this campus:

Institutional History:

Accredited Since:2014
Most Recent Renewal of Accreditation:12/12/2014
Current Grant Expiration Date:12/31/2017

Placement Rate:88%
Retention Rate:88%
Cohort Default:N/A
Nursing A.A. Retention.....88%
Nursing A.A. Placement.....87%
RN to BSN Retention.....100%
RN to BSN Placement.....N/A*

**1 Graduate during the 2016 CAR- Exempt from Placement due to a military waiver in 2016 CAR.*

Financial Reporting Status:None
Student Achievement Reporting Status:None

Current Program Offerings:

Certificate Diploma.....EKG Technician
Academic Associate's.....Diagnostic Sonography
.....Nursing
Bachelor's.....RN to BSN

- Option 1: To approve **International College of Health Sciences, Boynton Beach, FL, ACICS ID 00245831** request to offer a Master's degree in Family Nurse Practitioner, which represents a higher credential level, effective December 15, 2016.
- Option 2: To defer Council's decision of **International College of Health Sciences, Boynton Beach, FL, ACICS ID 00245831**, request to offer Master's degree in Family Nurse Practitioner, which represents a higher credential level, pending demonstrated success of the Bachelor of Science in Nursing (BSN) program in the forthcoming 2017 Campus Accountability Report. Additionally, a concern was noted relative to the institution's identification of two faculty teaching 14 courses in the master's program which is not in compliance with Section 3-6-503 of the Accreditation Criteria and should be addressed in the institution's documentation to be submitted no sooner than November 2017 for review.
- Option 3: To deny **International College of Health Sciences, Boynton Beach, FL, ACICS ID 00245831**, request to offer Master's degree in Family Nurse Practitioner, which represents a higher credential level. [Insert explanation and appeal process from *Criteria*].

Staff Recommendation is to accept option 2.

Rationale for recommendation: The RN to BSN program only had one graduate during the 2016 CAR reporting period and the one student was classified as exempt due to military service. However, after speaking with the school it was determine that the student should be classified as exempt due to continuing education. Another student (after the 2016 CAR reporting period) was submitted to the PVP and his placement was verified. Also, no licensure pass rate was provided on the 2016 CAR for the RN to BSN program.

MOVED: Commissioner Blake moved to approve option 2 as presented.
SECONDED: Commissioner Swartzwelder
ACTION: Passed
ABSTENTION(s):

ADDITION OF COURSES OR PROGRAMS THAT REPRESENT A SIGNIFICANT DEPARTURE FROM THE EXISTING DELIVERY METHOD

1. **MDT College of Health Sciences, Inc., Highland Heights, OH, ACICS ID 00016303**, requests to expand their scope of accreditation by offering greater than 50% of a program through distance education.

Summary of Request:

The institution submitted a distance education application to deliver an existing ACICS approved residential program through an online delivery method. The program is Nursing/Registered Nurse (RN to BSN). The institution is requesting approval to deliver *greater than 50%* of the program's courses via distance education. A summary of the transaction can be found in **Exhibit B**. Below is a brief institutional history including a list of approved programs currently being offered at this campus:

Institutional History:

Accredited Since:2000
Most Recent Renewal of Accreditation:8/10/2011
Current Grant Expiration Date:12/31/2017

Placement Rate:43%
Retention Rate:66%
Cohort Default:8.4-2012/12.7-2011/16.8-2010

Financial Reporting Status:Show Cause
Student Achievement Reporting Status:Show Cause

Current Program Offerings:

Certificate Diploma English as a Second Language for
Professionals
..... Practical Nursing

Academic Associate's Accounting and Business Management
Bachelor's Nursing/Registered Nurse

- Option 1: To approve **MDT College of Health Sciences, Inc, Highland Heights, OH, ACICS ID 00016303** request to expand their scope of accreditation to offer

greater than 50% of a program through distance education, effective December 15, 2016.

Option 2: To defer **MDT College of Health Sciences, Inc, Highland Heights, OH, ACICS ID 00016303** request to expand their scope of accreditation to offer greater than 50% of a program through distance education, pending further documentation to be submitted no later than **February 5, 2016** for review.

Option 3: To deny **MDT College of Health Sciences, Inc, Highland Heights, OH, ACICS ID 00016303** request to expand their scope of accreditation to offer greater than 50% of a program through distance education. [Insert explanation and appeal process from *Criteria*].

Staff Recommendation is to accept option 3.

Rationale for recommendation: During the December 2016 Council meeting the Council placed the institution on show cause for student achievement (placement) and financial issues.

MOVED: Commissioner Euliano moved to approve option 3 as presented.

SECONDED: Commissioner Swartzwelder

ACTION: Passed

ABSTENTION(s):

ADDITIONAL ACTION REQUIRING COUNCIL DECISION

1. **Dewey University, Mayaguez, PR, ACICS ID 00240788**, requests reconsideration of the Executive Committee's decision to deny the institution's new program application for an academic associate's in Agribusiness. A summary of the transaction can be found in **Exhibit C**.

Staff Recommendation is to accept option 2.

Rationale for recommendation: The information provided in the request for reconsideration was requested for review by the Committee in

Option 1: To approve **Dewey University, Mayaguez, PR, ACICS ID 00240788** request to expand the institution's scope of accreditation by offering a program significantly different than programs of study offered during their last accreditation renewal, effective December 15, 2016.

Option 2: To uphold the denial action for **Dewey University, Mayaguez, PR, ACICS ID 00240788** to expand the institution's scope of accreditation by offering a program significantly different than programs of study offered during their last accreditation renewal.

MOVED: Commissioner Euliano moved to approve option 1 as presented.

SECONDED: Commissioner Blake

ACTION:

ABSTENTION(s):

2. **Penn Commercial Business/Technical School, Washington, PA, ACICS ID 00010315** received approval for a learning site offering less than at least 50 percent of an educational program on March 17, 2016. On August 24, 2016 ACICS staff reviewed a learning site application for the same location to offer 50 percent or more of an educational program. Through conversation with representatives of the institution it was discovered that the school had been offering 100% of the Cosmetology program at the location since it received approval in March 2016. The institution was placed on

Compliance Warning on September 29, 2016 and submission of an institutional response was due prior to the December 2016 Council meeting. A summary of the transaction can be found in **Exhibit D**.

Commissioner Recommendation: To approve **Penn Commercial Business/Technical School, Washington, PA, ACICS ID 00010315** requests approval of the establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program, effective the date the application was submitted and removal of the compliance warning action.

MOVED: Commissioner Blake moved to approve Commissioner Bennett's recommendation as presented.

SECONDED: Euliano

ACTION: Passed

ABSTENTION(s):

Additional Items from the December 2016 Council Meeting:

1. Sullivan Technology and Design, Louisville, KY (00015803)- This file was reviewed by Commissioner Fund. The institution's response was submitted was placed in the wrong folder but was an appropriate response. As a result, the deferral action that was taken by the Council needs to be amended.

MOVED: Commissioner Euliano moved that Sullivan Technology and Design, Louisville, KY (00015803) be awarded a four year grant.

SECONDED: Thomas

ACTION: Passed

ABSTENTION(s):

2. Broadview University/Globe University- Broadview University, West Jordan, UT (00027446) was placed on institutional show-cause due to the last two years of reporting a campus retention rate of 59%. The institution is requesting a waiver of the show-cause consequences to allow the institution to teach-out Globe University's (00010898) five

programs: Medical Assistant- AAS, Business Administrative Assistant- Diploma, Massage Therapy- Diploma, Veterinary Technology Management- BS, and Forensic Accounting-BS.

MOVED: Commissioner Euliano moved that through demonstration of good cause Globe University be granted permission to teach-out its five programs.

SECONDED: Swartzwelder

ACTION: Passed

ABSTENTION(s):

3. Laurel Technical Institute, Sharon, PA (00010838) QAM Visit- File reviewed by Commissioner Leak. Two citations remain: 1) CAR – Incorrect placement information was submitted and 2) Electrical Technician- Admissions policy not being administered as written. Criminal background check was not being conducted.

MOVED: Commissioner Leak moved that Laurel Technical Institute Sharon, PA (00010838) QAM visit for Electrical Technician program be deferred to the April 2017 Council meeting

SECONDED: Euliano

ACTION: Passed

ABSTENTION(s):

4. American College for Medical Careers, Orlando, FL (00171540)- Special Visit based on complaints from students about the facilities. File reviewed Commissioner Leak. The visit produced 13 findings and 4 remained after IRC reviewed. Commissioner Leak added 5 citations and reviewed the nine remaining citations and additional information requested.

MOVED: Commissioner Leak moved that American College for Medical Careers, Orlando, FL (00171540) be issued a show-cause based on findings from the two special visits that have been conducted at the campus.

SECONDED: Blake

ACTION: Passed

ABSTENTION(s):



January 10, 2017

Sent Via Email ONLY

Ms. Patricia DeConcilis
Director of Education
Penn Commercial Business/Technical School
242 Oak Spring Road
Washington, PA 15301
acics@penncommercial.edu
pdeconcilis@penncommercial.edu

SUBJECT: Approval of Learning Site Application
Managing Campus: 00010315 Penn Commercial Business/Technical School,
Washington, PA

Dear Ms. DeConcilis:

This letter will acknowledge receipt of notification from you that your institution will begin utilizing facilities at the following location under the managing campus listed above:

Toni & Guy Hairdressing Academy TIGI Creative School
230 Oak Spring Road
Washington, PA 15301
ACICS ID: 00275891

Based on the information provided, and in accordance with Sections 1-3-103 and 2-2-104 of the Accreditation Criteria, these facilities appear to meet the Council's definition of a learning site and, therefore, are included within the scope of your institution's grant of accreditation. The learning site is approved to offer more than 50% of a program of study. In accordance with Council procedures, the learning site will be required to undergo a verification visit no later than **July 6, 2017**. An ACICS staff member will contact you approximately two months prior to this date to make arrangements for the visit.

The learning site is required to submit an *Annual Report*, outlining the activities and future plans of this location. The first of these reports is due no later than **January 28, 2018**. The learning site may also undergo site evaluations, as verification of said written reports. Thank you for keeping us informed of developments at your institution. If you have any questions about this matter, please contact Ms. Terri Jelinek, Program Analyst, at 202-336-6774 or tjelinck@acics.org.

Sincerely,

(b)(6)

cc: Ms. Cathy Sheffield, U.S. Department of Education, aslrecordsmanager@ed.gov
Ms. Nancy Gifford, U.S. Department of Education, Team, Region III, Nancy.paula.gifford@ed.gov
Ms. Patricia Landis, Pennsylvania Division of Private Licensed Schools, plandis@pa.gov



To: Mr. Robert Bazant, Director
Penn Commercial Business/Technical School
242 Oak Spring Road
Washington, PA 15301
ID Code 0010315

From: Ms. Katie Morrison, Senior Coordinator, Accreditation Compliance

Date: June 19, 2017

Subject: **Quality Assurance Monitoring Learning Site Verification Visit Information**

An on-site evaluation of the learning site for your campus has been scheduled for **July 6, 2017**. As you know, the purpose of this visit is to verify the information submitted on the Learning Site Application and to assess the start-up activities at the learning site. Details of the visit are outlined below.

The visit will focus on a number of areas as they relate to the operation of the learning site. These include the administration, educational delivery systems, facilities, qualifications of faculty, instructional resources, and overall student satisfaction. I also will be available to answer any questions that the administration or staff may have regarding Council policies.

The following update report documents, regarding the learning site, must be sent to my attention:

1. Faculty and Staff Summary (learning site faculty and all oversight campus staff)
2. Inventory of Equipment
3. Catalog
4. Class schedule (prior and upcoming term)
5. Program Update Form

The update report documents are available on the ACICS Web site at <http://www.acics.org/accreditation/content.aspx?id=2022>. Go to the "Accreditation Process" page and then click the "Evaluation Site Visit" page. The documents above must be received no later than **June 26, 2017**. The documents should describe all changes at the campus since the submission of the Learning Site Application. The institution should submit this information via e-mail. In addition, the campus must direct its attention to the following information on evaluation visit data collection:

ACICS Call for Comment

ACICS seeks feedback from the faculty, staff and students of each campus undergoing an onsite evaluation visit, as a supplemental piece of information for the visit. The campus must send an

Mr. Robert Bazant

June 19, 2017

Page 2 of 4

e-mail communication to its learning site faculty, (oversight campus) staff and all students who utilize the learning site with the link for ACICS' call for comment:

<https://membercenter.acics.org/Lists/Call%20for%20Comment/NewForm.aspx?isdlg=1&source=/>

The campus should send this communication as soon as possible, but by **June 21, 2017**, and copy the ACICS staff representative.

I will need a small, private office/classroom space during the visit. The materials identified on the attached list should be placed in the work area prior to my arrival. Additional materials may be requested during the visit.

Please contact me at (202) 336-6783 if you have any questions. I look forward to visiting your campus.

Sincerely,

(b)(6)

Katie Morrison
Senior Coordinator, Accreditation Compliance

c: Ms. Patricia Landis, Pennsylvania Division of Private Licensed Schools (plandis@pa.gov)

VISIT ITINERARY

Campus to Be Visited

ACICS ID Code 00275891(LS)
Toni & Guy Hairdressing Academy TIGI Creative School
230 Oak Spring Road
Washington, PA 15301

Oversight Campus

ACICS ID Code 00010315(MC)
Penn Commercial Business/Technical
242 Oak Spring Road
Washington, PA 15301
(724) 222-5330
acics@penncommercial.edu

Visit Date

Thursday, July 6, 2017

Visit Type

Quality Assurance Monitoring Learning Site Verification

Level of Accreditation (of oversight campus)

Occupational Associate's

Itinerary (approximate)

Arrive at 9:00 a.m.
Depart at 3:00 p.m.

Evaluation Team

ACICS STAFF MEMBER
Ms. Katie Morrison
Senior Coordinator, Accreditation Compliance
(202) 336-6783
kmorrison@acics.org

QUALITY ASSURANCE MONITORING LEARNING SITE VERIFICATION VISIT MEETING ROOM MATERIALS

The following materials shall be prepared and placed in the work area prior to the ACICS staff's arrival.

1. Current information

- a. The Learning Site Application
- b. Class schedule including course names, numbers, titles, room numbers, class times, names of instructors, and student enrollment by class period for the previous term and expected for the upcoming term
- c. Student enrollment on last day of prior term and current number of students enrolled for the upcoming term, by program and by day and evening divisions (if different from enrollment reported in the update report documents)
- d. Course syllabi for courses currently offered at the learning site. (For courses not offered in the upcoming term, the syllabi must be provided with the exception of the following items: instructional materials and references, out-of-class activities and assignments, assessment criteria, and method of evaluating students)
- e. Floor plan of facility
- f. Inventory of equipment at the learning site
- g. Staff roster and organizational chart for oversight campus and learning site

2. Official documents

- a. State license and/or authorization to award diplomas and/or degrees
- b. Certificate of Occupancy or evidence that the institution is in compliance with local fire and safety codes
- c. Correspondence with state regulatory agencies and accrediting agencies other than ACICS, if any

3. Files

- a. Administrative staff personnel files that include current ACICS data sheets
- b. Learning site faculty personnel files that include current ACICS data sheets, resumes, transcripts, copies of evaluations, and professional growth documentation

4. Publications

- a. All current advertising and promotional literature, including scripts, copies of newspapers, magazines, brochures, and flash drive or cd's of radio and television ads
- b. Current catalog with all addenda (if applicable)

From: Katie Morrison
To: ["Marianne Albert"](#)
Subject: RE: Link to Call for Comment
Date: Thursday, June 22, 2017 1:26:00 PM
Attachments: [image001.png](#)

Ms. Albert,

Thank you for forwarding.

Katie Morrison
Senior Coordinator, Accreditation Compliance
Accrediting Council for Independent Colleges and Schools
750 First Street, NE | Suite 980 | Washington, DC 20002
www.acics.org | 202.336.6783 - p | 202.842.2593 - f

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From: Marianne Albert [mailto:malbert@penncommercial.edu]
Sent: Thursday, June 22, 2017 1:24 PM
To: Katie Morrison
Subject: FW: Link to Call for Comment

From: Sandy Phillips
Sent: Thursday, June 22, 2017 1:22 PM
To: Marianne Albert
Subject: FW: Link to Call for Comment

First one that went out.

From: Sandy Phillips
Sent: Wednesday, June 21, 2017 2:11 PM
To: 'elbake32@my.penncommercial.edu' <elbake32@my.penncommercial.edu>;
'lablac67@my.penncommercial.edu' <lablac67@my.penncommercial.edu>;
'kybroo18@my.penncommercial.edu' <kybroo18@my.penncommercial.edu>;
'alcole77@my.penncommercial.edu' <alcole77@my.penncommercial.edu>;
'jecona58@my.penncommercial.edu' <jecona58@my.penncommercial.edu>;
'hecox53@my.penncommercial.edu' <hecox53@my.penncommercial.edu>;
'modagn44@my.penncommercial.edu' <modagn44@my.penncommercial.edu>;
'amdurk69@my.penncommercial.edu' <amdurk69@my.penncommercial.edu>;
'alfran88@my.penncommercial.edu' <alfran88@my.penncommercial.edu>;
'regall41@my.penncommercial.edu' <regall41@my.penncommercial.edu>;
'regarr66@my.penncommercial.edu' <regarr66@my.penncommercial.edu>;

'amgole15@my.penncommercial.edu' <amgole15@my.penncommercial.edu>;
'mogran53@my.penncommercial.edu' <mogran53@my.penncommercial.edu>;
'mogrim45@my.penncommercial.edu' <mogrim45@my.penncommercial.edu>;
'moharr36@my.penncommercial.edu' <moharr36@my.penncommercial.edu>;
'sihath31@my.penncommercial.edu' <sihath31@my.penncommercial.edu>;
'reherr57@my.penncommercial.edu' <reherr57@my.penncommercial.edu>;
'siherr68@my.penncommercial.edu' <siherr68@my.penncommercial.edu>;
'tohild87@my.penncommercial.edu' <tohild87@my.penncommercial.edu>;
'stholm84@my.penncommercial.edu' <stholm84@my.penncommercial.edu>;
'abiams30@my.penncommercial.edu' <abiams30@my.penncommercial.edu>;
'majard35@my.penncommercial.edu' <majard35@my.penncommercial.edu>;
'brking69@my.penncommercial.edu' <brking69@my.penncommercial.edu>;
'deknox30@my.penncommercial.edu' <deknox30@my.penncommercial.edu>;
'hakulh69@my.penncommercial.edu' <hakulh69@my.penncommercial.edu>;
'ammack02@my.penncommercial.edu' <ammack02@my.penncommercial.edu>;
'limart75@my.penncommercial.edu' <limart75@my.penncommercial.edu>;
'almcdo63@my.penncommercial.edu' <almcdo63@my.penncommercial.edu>;
'samcge36@my.penncommercial.edu' <samcge36@my.penncommercial.edu>;
'brmill28@my.penncommercial.edu' <brmill28@my.penncommercial.edu>;
'momill03@my.penncommercial.edu' <momill03@my.penncommercial.edu>;
'samill46@my.penncommercial.edu' <samill46@my.penncommercial.edu>;
'almosb74@my.penncommercial.edu' <almosb74@my.penncommercial.edu>;
'memurp03@my.penncommercial.edu' <memurp03@my.penncommercial.edu>;
'chmurr01@my.penncommercial.edu' <chmurr01@my.penncommercial.edu>;
'miprow89@my.penncommercial.edu' <miprow89@my.penncommercial.edu>;
'sarame06@my.penncommercial.edu' <sarame06@my.penncommercial.edu>;
'harobe74@my.penncommercial.edu' <harobe74@my.penncommercial.edu>;
'maroge77@my.penncommercial.edu' <maroge77@my.penncommercial.edu>;
'horuth35@my.penncommercial.edu' <horuth35@my.penncommercial.edu>;
'baschm72@my.penncommercial.edu' <baschm72@my.penncommercial.edu>;
'taship75@my.penncommercial.edu' <taship75@my.penncommercial.edu>;
'chtoli31@my.penncommercial.edu' <chtoli31@my.penncommercial.edu>;
'amtone05@my.penncommercial.edu' <amtone05@my.penncommercial.edu>;
'aswint61@my.penncommercial.edu' <aswint61@my.penncommercial.edu>;
'miwise17@my.penncommercial.edu' <miwise17@my.penncommercial.edu>;
'amwork68@my.penncommercial.edu' <amwork68@my.penncommercial.edu>

Cc: Leslee Helon <lhelon@penncommercial.edu>; Cindy Pocratsky
<cpocratsky@penncommercial.edu>; Christine Pickering <cpickering@penncommercial.edu>; Maria
Griffy <mgriffy@penncommercial.edu>; 'hecox53@my.penncommercial.edu'
<hecox53@my.penncommercial.edu>

Subject: FW: Link to Call for Comment

From: Marianne Albert

Sent: Wednesday, June 21, 2017 2:02 PM

To: Sandy Phillips <sphillips@penncommercial.edu>; Kristin Wissinger <kwissinger@penncommercial.edu>; Melissa Papson <mpapson@penncommercial.edu>; Jayme Tuite <jtuite@penncommercial.edu>; Barbara Kennedy <bkennedy@penncommercial.edu>; Tammy Miller <tmiller@penncommercial.edu>; Ron Zubaty <rzubaty@penncommercial.edu>; Mike Berry <mberry@penncommercial.edu>; Peggy Pallof <ppallof@penncommercial.edu>; Kelsey Willhoft <kwillhoft@penncommercial.edu>; Candace Kramarz <ckramarz@penncommercial.edu>; Brian Chiodo <bchiodo@penncommercial.edu>; Anita Rossell <arossell@penncommercial.edu>; Pat DeConcilis <pdeconcilis@penncommercial.edu>; Tess Coleman <tcoleman@penncommercial.edu>
Subject: FW: Link to Call for Comment

ACICS will be visiting the school next week. The link is a Student, Staff and Faculty Survey. Please fill out the survey and submit. Thanks.

<https://membercenter.acics.org/Lists/Call%20for%20Comment/NewForm.aspx?isdlg=1&source=/>

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Penn Commercial Business/Technical School
Learning Site Student Narrative Responses from the Call for Comments

- **How can the student experience at this institution be improved?**
 - “this place needs shut down”
 - “get rid of the school because it’s never gonna get better”
 - “Give grades, hours logged, and/or any legal documents, etc. when asked for by the respective student. Do not lie or hide things. Tell the whole truth. Make sure the way things are advertised are proper and cannot be misconstrued and can be understood in their proper meaning. Hire people who are knowledgeable in the Toni&Guy curriculum and can teach it in an understandable way.”
 - “it can be improved a lot. When something is said in admissions the school should follow through with it. The rules change every other week making it confusing to what and what not to do. He teachers could be improved, with their experience, attitude and ability to do anything.”
 - “communication between heads of the department, giving the students what they are promised at enrollment and, also hiring another teacher the cosmo department(Toni and Guy) is short staffed.”
 - “if everyone was trained through Toni and guy and if everyone were on the same page.”
 - “more instructors. Less people in charge. You never know who to go to and everyone tells you something different”
 - “longer lunch”

- **Did you feel pressured to enroll by the recruiting or admissions department?**
 - “in a way yes I was lied to and promised things this school doesn't even offer.”
 - “no I looked up the school and thought it was interesting choice.”
 - “wanted to attend anyway, but was pressured to sign off on paperwork before I was ready”

- **Were you given enough time to make a sound decision to enroll at the institution?**
 - “no was told I had two days to decide or I wouldn't be able to start for a long time”
 - “I was emailed, called and texted every day until I came into do start the finical aid process.”

- **Did the statements made by the recruiting or admissions department accurately portray your experience at the institution?**
 - “not at all was promised classes that aren't even offered had nothing but a horrible experience here”
 - “no. this program is terrible and so is this school. opposite of what i expected”
 - “Programs were offered that did not exist/did not have a curriculum/did not have an instructor. Misleading statistics were offered (100% pass rate for state board is boasted when only three people have taken their boards since the beginning of the franchise here).”

- “I was told that there would be many opportunities for me and the rest of the students and all of the things that were said during the admissions process hasn't not been applied or fulfilled.”
- “we only got 4 weeks for state board”
- “No, there were a lot of rules and misconceptions with the school and admissions.”
- **Do you know the month and year you're scheduled to graduate?**
 - “no and neither does anyone in the school because they always mess our hours up and have too many people handling them.”
 - “The front office moved up our graduation day. Our supervisor and instructors did not know our new graduation date. When the date was moved, three weeks were given to us as make up time (via contract from new grad date to original grad date). When questioned about the contract, our director and the front office attempted to hide the contracts and would not let students see their respective legal documents for reasons unknown. Speculations have been made that the school is going bankrupt and needed the extra money.”
 - “I currently know now but it is a different day then I was informed originally at enrollment”
 - “we didn't even get a report card”
- **Do you feel that your instructors are well qualified?**
 - “not at all they do not know the Toni & guy way and do not enforce the Toni and guy way”
 - “absolutely not. we had student teachers teaching us when they were still in school in place of the instructors.”
 - “Some but not all”
 - “Instructors did not know the Toni&Guy method of cutting, the terminology, or the techniques. Often we were told that a way they were showing us was the "correct" way, even then it went against our curriculum.”
 - “There are only a select few teachers that I trust to help me with anything.”
- **Does the institution provide support to students in need of academic assistance?**
 - “nope they lie won't show you any of your information paperwork suddenly disappears”
- **Does the career services department assist you with career placement?**
 - “we have a career services department??? Never heard of it”
 - “not to that point yet”
- **Do you feel that you are receiving the value from your education that you expected when you enrolled?**
 - “not at all considering a lawsuit.”
 - “no. just no”
 - “I do not. There are two instructors ([REDACTED] and [REDACTED]) who I have felt taught me and prepared me for my boards. The others taught us either the wrong

information for the curriculum at the time or simply did not teach us at all (either left the class or sat there).”

- “I am a Junior C and I still don't have the knowledge that I should.”
- “not fully . We didn't have a teacher for a short period of time”
- “Not at all, I have three months before I graduate and I feel like I didn't learn anything.”

- **Overall, are you satisfied with your experience at this institution?**
 - “not at all I will never recommend this school to anyone”
 - “NO NO NO. i would like my money back bc i feel like i learned nothing even though i'm a honors student. i taught my self most of this stuff. “
 - “I have almost left multiple times and seen my class drop by half due to drop-outs. The front office is unorganized, the instructors are not teaching the proper curriculum, and there are discrepancies between what is told to us and what is legally in our contracts.”
 - “No, everyday I wish I wouldn't have started.”

- **Would you recommend this institution to friends, family, or others?**
 - “NEVER!!!”
 - “absolutely not.”
 - “Unorganized, constantly battling between Toni&Guy and Penn Commercial rules, failing curriculum and student retention.”
 - “No, not to anyone”

- **Please use this section for additional comments, including comments about the organizational and academic processes at this institution:**
 - “Toni&Guy curriculum was written for Texas boards. Toni&Guy is also not working as a franchise in PA. Erie's school is having similar issues. The Toni&Guy students were also admitted while Penn Commercial Cosmetology students were still in school. They were in school together while they were doing construction on their area.”
 - “The cosmo program needs shut down.”
 - “it's great”



July 11, 2017

**Evaluation Team Report –QUALITY ASSURANCE MONITORING-LEARNING SITE VERIFICATION
VISIT REPORT**

ID for Campus Visited: 00275891

Main Campus ID: 00010315

Staff Contact: Ms. Katie Morrison – Phone: (202) 336-6783

Application ID: 70690

VISIT RESPONSE DUE DATE: July 25, 2017

Mr. Robert Bazant
President
Penn Commercial Business/Technical School
242 Oak Spring Road
Washington, PA 15301
acics@penncommercial.edu

Dear Mr. Bazant:

A copy of the report prepared by the Council’s evaluation team that recently visited your institution is attached. The Council invites you to respond to this report before it takes formal action on your institution’s application for accreditation. Please submit your response to the findings in the report via your online application under “Citations.” The Council offers the institution ten business days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

We look forward to receiving your response. You will be notified in writing of the Council’s decision following its next meeting.

Visit Response

Your response should pertain to the findings notated in the report or letter. The following information provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

Web-Based Submission of Campus Response

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750 First Street, NE, Suite 990 ● Washington, DC 20002-4223 ● t - 202.336.6780 ● f - 202.842.2593 ● www.acics.org

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Example: The document uploaded to satisfy the:

Finding 1 Narrative task must be labeled 1st Cite -*Narrative*.

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Response Tasks

Below is the format for how the listing of “Document Type” will appear once the document is uploaded. Each visit type will have a standard amount of visit *Response* tasks. Upload your response document and label each one accordingly. Ignore tasks that exceed your response requirement.

- 1st Cite - Narrative
- 1st Cite - Supporting Document
- 2nd Cite - Narrative
- 2nd Cite - Supporting Document
- 3rd Cite - Narrative
- 3rd Cite - Supporting Document

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



**QUALITY ASSURANCE MONITORING:
LEARNING SITE VERIFICATION REPORT**

LEARNING SITE

TONI & GUY HAIRDRESSING ACADEMY TIGI CREATIVE SCHOOL
230 Oak Spring Road
Washington, PA 15301
ACICS ID Code: 00275891
www.penncommercial.edu

██████████ TONI&GUY Hairdressing Academy Director
██████████ TONI&GUY Hairdressing Academy Education Director

OVERSIGHT CAMPUS

PENN COMMERCIAL BUSINESS/TECHNICAL SCHOOL (Main)
242 Oak Spring Road
Washington, PA 15301
ACICS ID Code: 00010315
(acics@penncommercial.edu)

██████████ President (██████████@penncommercial.edu)

July 6, 2017

Ms. Katie Morrison
Senior Coordinator, Accreditation Compliance
ACICS

INTRODUCTION

Due to a more limited scheduling time frame, ACICS staff visited Penn Commercial Business/Technical School (Penn Commercial) and its learning site during a break between its spring and summer 2017 terms. Therefore, students who utilize the learning site were not going to be on site to speak with staff during the visit, but had provided their feedback prior to the visit via ACICS's Call for Comment form, in addition to the faculty that serve the site and the staff of the institution. Faculty and staff spoke highly of the institution. However, the students of the learning site, who are in the cosmetology and cosmetology teacher programs, had several critical and negative comments to share with ACICS.

In the interest of providing this feedback to the institution for the purpose of a comprehensive response for the Council, ACICS staff has summarized these comments and survey statistics below, and also shared them with the institution at the start of the visit:

- Of the 14 students who completed the Call for Comment form, 7 or more students responded negatively to the following 8 questions out of a total of 12 questions:
 - 7 said they do not feel their faculty is qualified
 - 7 said they are not satisfied with their experience at the institution
 - 8 said they do not know the month and year they are scheduled to graduate
 - 8 said the institution does not provide support to students in need of academic assistance
 - 9 said the career services department does not assist them with career placement
 - 10 said the statements made by the admissions department did not accurately portray their experience at the institution
 - 10 said they do not feel they are receiving the value from their education that they expected when you enrolled
 - 10 said they would not recommend the institution.
- Corresponding comments were as summarized:
 - The administration of the institution is unorganized; there is discord between TONI&GUY Hairdressing Academy (T&G) and Penn Commercial rules: “[T]he rules change every other week making it confusing to know what to do and what not to do”; communication between the heads of the cosmetology department needs to be improved; and there are too many people in charge – the students do not know whom to go to and they are told something different by each person.
 - A student had two days to decide if she would enroll or she wouldn't be able to start the program for a long time; another student stated that she was e-mailed, called, and texted every day until she visited the campus to start the financial aid process; and another student wanted to attend, but felt pressured to sign off on paperwork prior to feeling ready to do so.
 - Multiple students indicated that not all instructors are qualified and know the T&G methods of cutting, terminology, etc., and enforce them, so not everyone is on the same page. The students are aware of it because what they are taught does not correspond with what is written in the T&G curriculum, nor is it taught in an understandable way.

- Students stated that more instructors should be hired because T&G is short-staffed, that they did not have an instructor for a short period of time, and that they've had student teachers teaching them in place of the instructors in the past.
- Students do not know when they are scheduled to graduate, and believe their supervisor and instructors do not either (only the front office) or it has been changed from the date they were told when they first enrolled in their program. One student claimed that when their graduation date was moved, students were given three weeks to make up time "(via contract from new grad date to original grad date)." When they asked to see their contracts, presumably their enrollment agreements, their "director and the front office attempted to hide the contracts and would not let students see their respective legal documents for reasons unknown."
- Students believe that what they were told when they were admitted to the school has not accurately portrayed their experience, that it has been the opposite of what they expected. Several commented that classes, programs, opportunities, and things were promised to them that were not even offered, though it is unclear what these were exactly. In response to the question "How can the student experience at this institution be improved?," three students specifically noted "Make sure the way things are advertised are proper and cannot be misconstrued and can be understood in their proper meaning," "When something is said in admissions the school should follow through with it," and "... giving the students what they are promised at enrollment."
- Students are not satisfied with their experience/do not feel that they are receiving the value from their education that they expected when they enrolled. Some are more advanced in the cosmetology program and don't believe that they have the knowledge they should. One student cited that she feels like she has learned little even though she's an honors student, and taught herself much of the material. In conjunction, students stated that they would not recommend the school to others.
- On a more general note, a student felt that the T&G curriculum was written for the Texas board of cosmetology licensure exam, and thus, is not "working" in Pennsylvania.

Sharing this information with the institution allowed for ACICS to ask Penn Commercial for its perspective on the issues, and to identify why ACICS staff would be reviewing other items outside of the previously given list of visit materials. The institution shared that it believed the comments stemmed from a situation in which a former cosmetology instructor, upon returning to the school following a medical leave of absence, was behaving erratically and rallied a group of students to walk out of the school upon her dismissal, among other things. Its administrators stated that they had reported the issue to Pennsylvania State Board of Cosmetology and the TONI&GUY Hairdressing Academy company and it had been handled. The institution also indicated that new enrollees would be on campus for orientation that day and cosmetology program enrollees could speak with ACICS staff about their admissions process. Upon viewing students in make-up hours at the learning site, ACICS staff requested that it also interview a few cosmetology students currently in their program, if the students had time, which the institution arranged.

In speaking with a newly enrolled student, ACICS staff heard about her admissions process and learned that she did not feel pressured to enroll (she actually felt pressured to enroll at other competing institutions), but found the admissions process and personnel to be relaxed and helpful. The student was aware of her scheduled graduation date and that she would be attending courses in the learning site section of the campus building.

Interviews with two students who are a couple of months away from graduation indicated that they feel their instructors are qualified (some being more knowledgeable in the ways of T&G than others), they have the materials they need to be successful, and they believe their program has been mostly as described to them by the admissions department. One of the students, as stated later on in this report, found the number of faculty to be sufficient for her own learning, but did suggest that there be more faculty so that less independent learners would learn as effectively, indicating that a faculty member may oversee a maximum of 20 students while they practiced their skills.

Another student found her only grievance to be some miscommunication by the institution about course scheduling and graduation dates – during the admissions process she was told there were no Monday courses, but found this to be incorrect upon enrolling, and had to adjust her work schedule. Further, the institution wanted to change course schedules from two or three days per week to five days a week, and had sought to adjust her graduation date to a later day. The former has occurred but the student was able to maintain her graduation date.

Neither student had had much experience with the institution’s career services department but noted that they had more independently obtained salon jobs while they have been attending school.

During the visit introduction and exit conference, staff indicated that it would include the information collected during the visit in the visit report, but encouraged the institution to respond to the comments with any supporting response and documentation.

1. Who has responsibility for the administration of the learning site? Describe the individual’s academic credentials and professional experience. To whom does this individual report?

_____ are responsible for the administration of the learning site. Ms. _____ is the director of T&G at the institution. She holds a certificate in esthetics from Douglas Education Center and has been overseeing two Philip Peckall salons as a salon group leader for 10 years. Prior to her employment with Philip Peckall Salons, Ms. _____ managed a Salon Vivacy salon for two years and managed a Lane Bryant store for five years. Ms. _____ is the education director of T&G. Ms. _____ holds a diploma in cosmetology from the Prudence Snyder Beauty Academy, and Pennsylvania cosmetology and cosmetology teacher licenses. Ms. _____ has worked with Penn Commercial for 4 years and has been a cosmetologist for more than 10 years. Ms. _____ and Ms. _____ report to Ms. _____ the Vice President of Operations at Penn Commercial.

2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it? Describe the provisions provided by the institution so that students may utilize services provided at the main or branch campus. The learning site and the oversight campus, which is a stand-alone main campus, are in

the same building within a shopping center. The site has a separate entrance for the purpose of it being a salon that serves customers, and is located in an "L" shape on the back corner of the oversight campus building. Therefore, there is no distance between the two locations, and the students who take courses at the learning site only need to pass through an extra door within the campus to utilize all of the services provided at the oversight campus.

3. Describe how appropriate provisions have been made for supervision and monitoring of the learning site by the administration of the campus that is administratively responsible for the learning site.

Due to the location of the learning site within the oversight campus building, the site is constantly supervised and monitored by the oversight campus administration. The T&G director and education director meet with campus administration every week, if not multiple times a week.

4. Describe how students at the learning site are provided with access to the following student services, identifying if services are provided at the learning site or the oversight campus.

As stated above, the learning site and oversight campus are within the same building space. The students of the learning site can access admissions, financial aid, career services, and academics in the oversight campus space at any time, just as a student whose classes are only in the oversight campus would be able to do.

5. List all other learning sites operated by the oversight campus.
The oversight campus does not operate any other learning sites.

6. If applicable, list the staff members employed only at the learning site, their qualifications relevant to their positions, and their duties. Cite evidence that the learning site employs appropriately experienced administrative staff members to support the initial class start.

Ms. [REDACTED] is the only staff member "employed" only at the learning site because her duties relate only to the site. She oversees the operations, staff, faculty, and administration of T&G, especially in regards to the operations of the cosmetology clinic. As previously stated, Ms. [REDACTED] holds a certificate in esthetics and has 17 years of management experience, 12 of which were in salons. While Ms. [REDACTED] is considered to be faculty by the institution, she also has administrative duties in overseeing the cosmetology students, faculty, curriculum, and more for the academics of T&G. Ms. [REDACTED] holds a diploma in cosmetology and licenses as a cosmetologist and cosmetology teacher, and has more than 10 years of experience in cosmetology.

7. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location.

During the tour of Penn Commercial, potential students of the cosmetology and cosmetology teacher programs view the learning site space that houses T&G and are told how all of their courses will take place in that space, but they are welcome to enter the main space of the oversight campus for access to all necessary services.

8. List academic programs with courses offered at the learning site and the academic credential awarded. Are full programs offered at the learning site, or only some courses? Identify any programs that are not offered at the campus that has administrative responsibility for the learning site.

The diploma programs in cosmetology and cosmetology teacher are fully offered at the learning site. No courses outside of these programs are offered at the site. The cosmetology and cosmetology teacher programs are not offered at the oversight campus because the campus spaces are conjoined. The oversight campus recently received approval for an esthetics program, which the institution may also offer in the learning site space when it chooses to initiate it.

9. What is the total enrollment figure for the learning site for the date of the visit? List total enrollment, total day enrollment, full- and part-time day enrollment, total evening enrollment, and full- and part-time evening enrollment.

ACICS staff visited the oversight campus and learning site between the institution's spring and summer 2017 terms. The following numbers of students in programs at the learning site are those students currently enrolled for the upcoming summer term, and those who have completed their spring 2017 courses and are not enrolled in summer courses, but are fulfilling other requirements prior to graduating. All students are full-time day students:

Program Name	Total Enrollment
Cosmetology	46
Cosmetology Teacher	2

10. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population. (List the number of faculty currently employed and the number of courses currently offered as well as any plans the institution may have to acquire faculty in the future.)

Based on the course schedules provided by the institution for the upcoming summer term, there are six instructors who will be teaching nine different courses, seven of which are for the cosmetology program, and two of which are for the cosmetology teacher program. Each cosmetology program course is composed of blocks of lecture and clinic hours, and one instructor may be responsible for the lecture component of a course while another instructor may oversee the students of more than one course who are in their clinic hours at the same time.

For example, when speaking with ACICS staff, the campus pointed out two courses taught by Ms. [REDACTED] (CST1000 and CST10002) for which the instructor is not the instructor assigned to the lecture hours for the course. Instead, Ms. [REDACTED] oversees the afternoon clinic hours for CST1000, as well as the clinic hours for her CST1002 students. This means that, based on currently enrolled student numbers for the upcoming summer term, she will oversee a total of six students from two different courses during their clinic hours. Similarly, Ms. [REDACTED] supervises the morning clinic hours for her CST1002 course as well as the students of CST1002. She will oversee a

total of four students from two courses. These faculty to student ratios are sufficient. However, the institution did note that, according to Pennsylvania law, an instructor can oversee up to 25 students at one time. This arrangement may have contributed to the comments in the Call for Comment that the site needs more instructors and the cosmetology programs are short staffed, it is unclear if the other three courses with afternoon clinic hours would also be overseen by Ms. [REDACTED] for an anticipated total of [REDACTED] students.

One student interviewed during the visit indicated that she felt the number of faculty was adequate. Another student interviewed stated that, as a more independent learner, the number of faculty was sufficient for her, but her one suggestion for the site would be that there would be more faculty to support students who require more individualized attention.

While the institution did provide a revised summary schedule of courses in the cosmetology program for the upcoming term, a revised schedule of courses for the cosmetology teacher program was not provided. If the schedule for the two cosmetology teacher program courses provided to ACICS staff prior to the visit remains accurate, in which Ms. [REDACTED] instructs the CST221 course in the morning and the CST223 course in the afternoon, then she is currently scheduled to teach two courses simultaneously that both have lecture - the CST223 course and the cosmetology CST1002 course in the afternoon. The CST223 course is scheduled from 1:00-2:15 pm on Monday-Friday, and the CST1002 course is scheduled from 12:30-4:00 pm on Monday-Friday.

11. For all programs offered at the learning site, list the individual responsible for administrative and academic oversight of each program and describe their qualifications. As previously stated, Ms. [REDACTED] is responsible for the academic oversight of the cosmetology and cosmetology teacher programs, and some share of the administrative oversight of the programs. Ms. [REDACTED] has administrative oversight of the programs, especially concerning the operations of the public clinic for the students' clinic hours. Ms. [REDACTED] holds licenses in cosmetology and cosmetology teaching, and has more than 10 years of experience in cosmetology. Ms. [REDACTED] holds a certificate in esthetics and has 17 years of experience in management.
12. How does the administration of the learning site ensure that students have access to proper instructional resource materials (i.e. library materials)? Like all other services, the students of the learning site can access library materials just as a student whose classes are all at the oversight campus would. The campus's library includes books, periodicals, and newspapers; and the campus offers use of the LexisNexis virtual library collection to students. Both the cosmetology and cosmetology teacher students also have many resources available at their fingertips via the TONI&GUY Digital Network Access (DNA) portal, which is set up on their school-provided tablets.
13. Cite evidence that appropriate personnel records, including official transcripts where necessary, are on file for all administrative staff and faculty located only at the learning site.

ACICS staff reviewed the files of the Toni & Guy faculty and staff. All files contained signed job descriptions, and evaluations for those employees who had been working for more than a couple of months. The majority of the cosmetology faculty received their cosmetology licenses from beauty schools in Pennsylvania in the 80s and 90s that have since closed. Thus, the institution has notarized attestations on file for these faculty and copies of their cosmetology teacher licenses in their records. The site also keeps the official copy of all licenses in a binder that is easily presentable. Current faculty development plans are also on file.

14. List the instructional equipment available for faculty and student usage at the learning site.
The learning site has a plethora of state-of-the-art equipment for faculty and student usage, as mandated by T&G. The site has 60 adjustable chairs, 58 styling stations with mirrors, and 8 shampoo basins, among the larger equipment. Each student has his or her own trolley, which includes a shampoo cape, pair of scissors, hair cutting razor, two brushes, six combs, at least 100 pin curl slips, a complete set of nail technology tools, and a pair of tweezers. The site also has at least one mannequin for each student.
15. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?
The learning site is an "L"-shaped section of the oversight campus building which is located at the back of the building. It has a separate entrance, and thereby, a separate address, since it offers salon services to the public. More specifically, the space contains two classrooms on the shorter side of the "L," which have glass walls that look into the Penn Commercial hallway; a third, larger classroom; and a large salon space split into multiple areas for hair, nails, shampooing, etc. that takes up the longer side of the "L." The learning site has one bathroom and storage space for supplies. The site is vividly decorated and designed to align the space with T&G standards, and classrooms contain white board walls and TV screens to which faculty can connect their devices. The site appears to be adequate and appropriate to support the educational programs offered and the current enrollment at the site.
16. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.
At the time of the visit, the only mention of the learning site in the catalog is the statement "The learning site is located at 230 Oak Spring Road in the Oak Spring Plaza, Washington, Pennsylvania 15301. It will house our cosmetology clinic." There is no explanation as to what the learning site is, and that it not only houses the cosmetology clinic where students practice their skills, but also the classroom spaces in which the cosmetology and cosmetology teacher students take their courses. The inclusion of the address of the learning site alone may be misleading as this information makes it seem as though the site is set apart from the campus building. An institution's catalog must explain the offerings of the institution, which includes the learning site.

The advertising documentation presented to ACICS staff by the institution includes a multitude of mediums that use the name "TONI&GUY Hairdressing Academy" and the

website pittsburgh.toniguy.edu or toniguy.pittsburgh.com, but do not indicate that the Toni & Guy Hairdressing Academy is a part of or related to Penn Commercial Business/Technical School. This includes several billboards, an auto-appointment postcard, referral cards, movie theater advertisements, flyers, and a Pandora radio ad. The institution does use several other pieces of advertising that do include the name Penn Commercial Business/Technical School or a variation of "This school is owned and operated by Penn Commercial Business/Technical School, which is accredited by the Accrediting Council for Independent Colleges and Schools." The pittsburgh.toniguy.edu website includes this statement, while the toniguy.pittsburgh.com website is a site for potential students to submit their contact information, if interested in the programs, and does not include the referential information. Furthermore, a "Dual Enrollment Hand Out" incorrectly states that the cosmetology program awards a certificate, instead of a diploma. Advertising for Penn Commercial and the Toni & Guy Hairdressing Academy must be accurate and properly disclose the relationship between them in order to be completely truthful.

As another piece in the disclosure of the learning site, the site's most recently approved name, as of January 10, 2017, is Toni & Guy Hairdressing Academy TIGI Creative School. The full name of the site is not used in any publications; only "TONI&GUY Hairdressing Academy" is used.

(Section 3-1-701, 3-1-703, and Appendix C): The catalog and some advertisements do not disclose the relationship between the learning site and the oversight campus, and the approved name of the learning site is not used.

While it is not advertising, ACICS staff also found in reviewing student files that the enrollment agreement for students of the cosmetology program is titled "TONI&GUY Hairdressing Academy... Enrollment Agreement" and then designates Penn Commercial as the "seller" of the described educational services. The agreement provides no connection between the title of the document, which seemingly identifies T&G as the institution, and Penn Commercial, which is essential to clearly outline the relationship between the student and his/her institution, with which the student has financial obligations as described. The student is not enrolling in the TONI&GUY Hairdressing Academy, but in Penn Commercial.

(Section 3-1-414): The enrollment agreement for the cosmetology program does not identify the relationship between the T&G learning site and Penn Commercial.

17. Cite evidence that the learning site is authorized to operate by the state. ACICS staff reviewed the oversight campus facility's license to operate as a private licensed school by the Pennsylvania Department of Education, State Board of Private Licensed Schools. This license was issued October 7, 2015, and is void after November 1, 2017. As the learning site is within the overall building space of the oversight campus, the site does not require separate documentation.

18. Describe the documentation that evidences that the site is in compliance with fire, safety, and sanitation regulations (certificate of occupancy, fire inspection, etc.).

As previously stated, the learning site is within the oversight campus building and does not require separate documentation of compliance with regulations. The campus did present the campus's occupancy permit from the Pennsylvania Department of Labor and Industry's Bureau of Occupational and Industrial Safety. This permit was approved and the building inspected in 2001, and authorizes occupancy of the building as long as it is maintained in accordance with fire and panic law, regulations, and the plan's approval. The campus had had its fire extinguishers inspected and refilled in September 2016, and its sprinklers inspected in November 2015 (sprinkler inspection is required at least every five years).

SUMMARY

Based on the team’s review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	3-1-414, 3-1-701, 3-1-703, and Appendix C	<p>The institution’s enrollment agreement, catalog, and some advertisements do not disclose the Toni & Guy Hairdressing Academy TIGI Creative School learning site and its relationship to the Penn Commercial oversight campus (page 9).</p> <p>The learning site is not referenced using its full, approved name (page 9).</p>



July 11, 2017 ****REVISED JULY 12, 2017****

**Evaluation Team Report –QUALITY ASSURANCE MONITORING-LEARNING SITE VERIFICATION
VISIT REPORT**

ID for Campus Visited: 00275891

Main Campus ID: 00010315

Staff Contact: Ms. Katie Morrison – Phone: (202) 336-6783

Application ID: 70690

VISIT RESPONSE DUE DATE: July 25, 2017

Mr. Robert Bazant
President
Penn Commercial Business/Technical School
242 Oak Spring Road
Washington, PA 15301
acics@penncommercial.edu

Dear Mr. Bazant:

A revised copy of the report prepared by the Council’s evaluation team that recently visited your institution is attached. The Council invites you to respond to this report before it takes formal action on your institution’s application for accreditation. Please submit your response to the findings in the report via your online application under “Citations.” The Council offers the institution ten business days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

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750 First Street, NE, Suite 980 ● Washington, DC 20002-4223 ● t - 202.336.6780 ● f - 202.842.2593 ● www.acics.org

Process:

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- 1st Cite - Supporting Document
- 2nd Cite - Narrative
- 2nd Cite - Supporting Document
- 3rd Cite - Narrative
- 3rd Cite - Supporting Document

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments



**QUALITY ASSURANCE MONITORING:
LEARNING SITE VERIFICATION REPORT**

LEARNING SITE

TONI & GUY HAIRDRESSING ACADEMY TIGI CREATIVE SCHOOL
230 Oak Spring Road
Washington, PA 15301
ACICS ID Code: 00275891
www.penncommercial.edu

Ms. [REDACTED] TONI&GUY Hairdressing Academy Director
Ms. [REDACTED] TONI&GUY Hairdressing Academy Education Director

OVERSIGHT CAMPUS

PENN COMMERCIAL BUSINESS/TECHNICAL SCHOOL (Main)
242 Oak Spring Road
Washington, PA 15301
ACICS ID Code: 00010315
(acics@penncommercial.edu)

[REDACTED] President ([REDACTED]@penncommercial.edu)

July 6, 2017

Ms. Katie Morrison
Senior Coordinator, Accreditation Compliance
ACICS

INTRODUCTION

Due to a more limited scheduling time frame, ACICS staff visited Penn Commercial Business/Technical School (Penn Commercial) and its learning site during a break between its spring and summer 2017 terms. Therefore, students who utilize the learning site were not going to be on site to speak with staff during the visit, but had provided their feedback prior to the visit via ACICS's Call for Comment form, in addition to the faculty that serve the site and the staff of the institution. Faculty and staff spoke highly of the institution. However, the students of the learning site, who are in the cosmetology and cosmetology teacher programs, had several critical and negative comments to share with ACICS.

In the interest of providing this feedback to the institution for the purpose of a comprehensive response for the Council, ACICS staff has summarized these comments and survey statistics below, and also shared them with the institution at the start of the visit:

- Of the 14 students who completed the Call for Comment form, 7 or more students responded negatively to the following 8 questions out of a total of 12 questions:
 - 7 said they do not feel their faculty is qualified
 - 7 said they are not satisfied with their experience at the institution
 - 8 said they do not know the month and year they are scheduled to graduate
 - 8 said the institution does not provide support to students in need of academic assistance
 - 9 said the career services department does not assist them with career placement
 - 10 said the statements made by the admissions department did not accurately portray their experience at the institution
 - 10 said they do not feel they are receiving the value from their education that they expected when you enrolled
 - 10 said they would not recommend the institution.
- Corresponding comments were as summarized:
 - The administration of the institution is unorganized; there is discord between TONI&GUY Hairdressing Academy (T&G) and Penn Commercial rules: “[T]he rules change every other week making it confusing to know what to do and what not to do”; communication between the heads of the cosmetology department needs to be improved; and there are too many people in charge – the students do not know whom to go to and they are told something different by each person.
 - A student had two days to decide if she would enroll or she wouldn't be able to start the program for a long time; another student stated that she was e-mailed, called, and texted every day until she visited the campus to start the financial aid process; and another student wanted to attend, but felt pressured to sign off on paperwork prior to feeling ready to do so.
 - Multiple students indicated that not all instructors are qualified and know the T&G methods of cutting, terminology, etc., and enforce them, so not everyone is on the same page. The students are aware of it because what they are taught does not correspond with what is written in the T&G curriculum, nor is it taught in an understandable way.

- Students stated that more instructors should be hired because T&G is short-staffed, that they did not have an instructor for a short period of time, and that they've had student teachers teaching them in place of the instructors in the past.
- Students do not know when they are scheduled to graduate, and believe their supervisor and instructors do not either (only the front office) or it has been changed from the date they were told when they first enrolled in their program. One student claimed that when their graduation date was moved, students were given three weeks to make up time "(via contract from new grad date to original grad date)." When they asked to see their contracts, presumably their enrollment agreements, their "director and the front office attempted to hide the contracts and would not let students see their respective legal documents for reasons unknown."
- Students believe that what they were told when they were admitted to the school has not accurately portrayed their experience, that it has been the opposite of what they expected. Several commented that classes, programs, opportunities, and things were promised to them that were not even offered, though it is unclear what these were exactly. In response to the question "How can the student experience at this institution be improved?," three students specifically noted "Make sure the way things are advertised are proper and cannot be misconstrued and can be understood in their proper meaning," "When something is said in admissions the school should follow through with it," and "... giving the students what they are promised at enrollment."
- Students are not satisfied with their experience/do not feel that they are receiving the value from their education that they expected when they enrolled. Some are more advanced in the cosmetology program and don't believe that they have the knowledge they should. One student cited that she feels like she has learned little even though she's an honors student, and taught herself much of the material. In conjunction, students stated that they would not recommend the school to others.
- On a more general note, a student felt that the T&G curriculum was written for the Texas board of cosmetology licensure exam, and thus, is not "working" in Pennsylvania.

Sharing this information with the institution allowed for ACICS to ask Penn Commercial for its perspective on the issues, and to identify why ACICS staff would be reviewing other items outside of the previously given list of visit materials. The institution shared that it believed the comments stemmed from a situation in which a former cosmetology instructor, upon returning to the school following a medical leave of absence, was behaving erratically and rallied a group of students to walk out of the school upon her dismissal, among other things. Its administrators stated that they had reported the issue to Pennsylvania State Board of Cosmetology and the TONI&GUY Hairdressing Academy company and it had been handled. The institution also indicated that new enrollees would be on campus for orientation that day and cosmetology program enrollees could speak with ACICS staff about their admissions process. Upon viewing students in make-up hours at the learning site, ACICS staff requested that it also interview a few cosmetology students currently in their program, if the students had time, which the institution arranged.

In speaking with a newly enrolled student, ACICS staff heard about her admissions process and learned that she did not feel pressured to enroll (she actually felt pressured to enroll at other competing institutions), but found the admissions process and personnel to be relaxed and helpful. The student was aware of her scheduled graduation date and that she would be attending courses in the learning site section of the campus building.

Interviews with two students who are a couple of months away from graduation indicated that they feel their instructors are qualified (some being more knowledgeable in the ways of T&G than others), they have the materials they need to be successful, and they believe their program has been mostly as described to them by the admissions department. One of the students, as stated later on in this report, found the number of faculty to be sufficient for her own learning, but did suggest that there be more faculty so that less independent learners would learn as effectively, indicating that a faculty member may oversee a maximum of 20 students while they practiced their skills.

Another student found her only grievance to be some miscommunication by the institution about course scheduling and graduation dates – during the admissions process she was told there were no Monday courses, but found this to be incorrect upon enrolling, and had to adjust her work schedule. Further, the institution wanted to change course schedules from two or three days per week to five days a week, and had sought to adjust her graduation date to a later day. The former has occurred but the student was able to maintain her graduation date.

Neither student had had much experience with the institution’s career services department but noted that they had more independently obtained salon jobs while they have been attending school.

During the visit introduction and exit conference, staff indicated that it would include the information collected during the visit in the visit report, but encouraged the institution to respond to the comments with any supporting response and documentation.

1. Who has responsibility for the administration of the learning site? Describe the individual’s academic credentials and professional experience. To whom does this individual report?

Ms. [REDACTED] and Ms. [REDACTED] are responsible for the administration of the learning site. Ms. [REDACTED] is the director of T&G at the institution. She holds a certificate in esthetics from Douglas Education Center and has been overseeing two Philip Polari salons as a salon group leader for 10 years. Prior to her employment with Philip Polari Salons, Ms. [REDACTED] managed a Salon Vivace salon for two years and managed a Lang Bryant store for five years. Ms. [REDACTED] is the education director of T&G. Ms. [REDACTED] holds a diploma in cosmetology from the Prudence Snyder Beauty Academy, and Pennsylvania cosmetology and cosmetology teacher licenses. Ms. [REDACTED] has worked with Penn Commercial for 4 years and has been a cosmetologist for more than 11 years. Ms. [REDACTED] and Ms. [REDACTED] report to Ms. [REDACTED] the Vice President of Operations at Penn Commercial.

2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it? Describe the provisions provided by the institution so that students may utilize services provided at the main or branch campus. The learning site and the oversight campus, which is a stand-alone main campus, are in

the same building within a shopping center. The site has a separate entrance for the purpose of it being a salon that serves customers, and is located in an "L" shape on the back corner of the oversight campus building. Therefore, there is no distance between the two locations, and the students who take courses at the learning site only need to pass through an extra door within the campus to utilize all of the services provided at the oversight campus.

3. Describe how appropriate provisions have been made for supervision and monitoring of the learning site by the administration of the campus that is administratively responsible for the learning site.

Due to the location of the learning site within the oversight campus building, the site is constantly supervised and monitored by the oversight campus administration. The T&G director and education director meet with campus administration every week, if not multiple times a week.

4. Describe how students at the learning site are provided with access to the following student services, identifying if services are provided at the learning site or the oversight campus.

As stated above, the learning site and oversight campus are within the same building space. The students of the learning site can access admissions, financial aid, career services, and academics in the oversight campus space at any time, just as a student whose classes are only in the oversight campus would be able to do.

5. List all other learning sites operated by the oversight campus.
The oversight campus does not operate any other learning sites.

6. If applicable, list the staff members employed only at the learning site, their qualifications relevant to their positions, and their duties. Cite evidence that the learning site employs appropriately experienced administrative staff members to support the initial class start.

Ms. [REDACTED] is the only staff member "employed" only at the learning site because her duties relate only to the site. She oversees the operations, staff, faculty, and administration of T&G, especially in regards to the operations of the cosmetology clinic. As previously stated, Ms. [REDACTED] holds a certificate in esthetics and has 17 years of management experience, 12 of which were in salons. While Ms. [REDACTED] is considered to be faculty by the institution, she also has administrative duties in overseeing the cosmetology students, faculty, curriculum, and more for the academics of T&G. Ms. [REDACTED] holds a diploma in cosmetology and licenses as a cosmetologist and cosmetology teacher, and has more than 10 years of experience in cosmetology.

7. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location.

During the tour of Penn Commercial, potential students of the cosmetology and cosmetology teacher programs view the learning site space that houses T&G and are told how all of their courses will take place in that space, but they are welcome to enter the main space of the oversight campus for access to all necessary services.

8. List academic programs with courses offered at the learning site and the academic credential awarded. Are full programs offered at the learning site, or only some courses? Identify any programs that are not offered at the campus that has administrative responsibility for the learning site.

The diploma programs in cosmetology and cosmetology teacher are fully offered at the learning site. No courses outside of these programs are offered at the site. The cosmetology and cosmetology teacher programs are not offered at the oversight campus because the campus spaces are conjoined. The oversight campus recently received approval for an esthetics program, which the institution may also offer in the learning site space when it chooses to initiate it.

9. What is the total enrollment figure for the learning site for the date of the visit? List total enrollment, total day enrollment, full- and part-time day enrollment, total evening enrollment, and full- and part-time evening enrollment.

ACICS staff visited the oversight campus and learning site between the institution's spring and summer 2017 terms. The following numbers of students in programs at the learning site are those students currently enrolled for the upcoming summer term, and those who have completed their spring 2017 courses and are not enrolled in summer courses, but are fulfilling other requirements prior to graduating. All students are full-time day students:

Program Name	Total Enrollment
Cosmetology	46
Cosmetology Teacher	2

10. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population. (List the number of faculty currently employed and the number of courses currently offered as well as any plans the institution may have to acquire faculty in the future.)

Based on the course schedules provided by the institution for the upcoming summer term, there are six instructors who will be teaching nine different courses, seven of which are for the cosmetology program, and two of which are for the cosmetology teacher program. Each cosmetology program course is composed of blocks of lecture and clinic hours, and one instructor may be responsible for the lecture component of a course while another instructor may oversee the students of more than one course who are in their clinic hours at the same time.

[For example, when speaking with ACICS staff, the campus pointed out two courses taught by Ms. [REDACTED] CST1000 and CST1002) for which the instructor is not the instructor assigned to the lecture hours for the course. Instead, Ms. [REDACTED] oversees the afternoon clinic hours for CST1000, as well as the clinic hours for her CST1002 students. This means that, based on currently enrolled student numbers for the upcoming summer term, she will oversee a total of six students from two different courses during their clinic hours. Similarly, Ms. [REDACTED] supervises the morning clinic hours for her CST1002 course as well as the students of CST1002. She will oversee a

total of four students from two courses. These faculty to student ratios are sufficient. However, the institution did note that, according to Pennsylvania law, an instructor can oversee up to 25 students at one time. This arrangement may have contributed to the comments in the Call for Comment that the site needs more instructors and the cosmetology programs are short staffed, it is unclear if the other three courses with afternoon clinic hours would also be overseen by Ms. [REDACTED] for an anticipated total of 10 students.

One student interviewed during the visit indicated that she felt the number of faculty was adequate. Another student interviewed stated that, as a more independent learner, the number of faculty was sufficient for her, but her one suggestion for the site would be that there would be more faculty to support students who require more individualized attention.

While the institution did provide a revised summary schedule of courses in the cosmetology program for the upcoming term, a revised schedule of courses for the cosmetology teacher program was not provided. If the schedule for the two cosmetology teacher program courses provided to ACICS staff prior to the visit remains accurate, in which Ms. [REDACTED] instructs the CST221 course in the morning and the CST223 course in the afternoon, then she is currently scheduled to teach two courses simultaneously that both have lecture - the CST223 course and the cosmetology CST1002 course in the afternoon. The CST223 course is scheduled from 1:00-2:15 pm on Monday-Friday, and the CST1002 course is scheduled from 12:30-4:00 pm on Monday-Friday.

In its response, the institution must provide a narrative explanation, supported by documentation, to evidence appropriate instructor assignments and class coverage for the cosmetology and cosmetology teacher programs.

11. For all programs offered at the learning site, list the individual responsible for administrative and academic oversight of each program and describe their qualifications. As previously stated, Ms. [REDACTED] is responsible for the academic oversight of the cosmetology and cosmetology teacher programs, and some share of the administrative oversight of the programs. Ms. [REDACTED] has administrative oversight of the programs, especially concerning the operations of the public clinic for the students' clinic hours. Ms. [REDACTED] holds licenses in cosmetology and cosmetology teaching, and has more than 10 years of experience in cosmetology. Ms. [REDACTED] holds a certificate in esthetics and has 17 years of experience in management.
12. How does the administration of the learning site ensure that students have access to proper instructional resource materials (i.e. library materials)? Like all other services, the students of the learning site can access library materials just as a student whose classes are all at the oversight campus would. The campus's library includes books, periodicals, and newspapers; and the campus offers use of the LexisNexis virtual library collection to students. Both the cosmetology and cosmetology teacher students also have many resources available at their fingertips via the TONI&GUY Digital Network Access (DNA) portal, which is set up on their school-provided tablets.

13. Cite evidence that appropriate personnel records, including official transcripts where necessary, are on file for all administrative staff and faculty located only at the learning site.

ACICS staff reviewed the files of the Toni & Guy faculty and staff. All files contained signed job descriptions, and evaluations for those employees who had been working for more than a couple of months. The majority of the cosmetology faculty received their cosmetology licenses from beauty schools in Pennsylvania in the 80s and 90s that have since closed. Thus, the institution has notarized attestations on file for these faculty and copies of their cosmetology teacher licenses in their records. The site also keeps the official copy of all licenses in a binder that is easily presentable. Current faculty development plans are also on file.

14. List the instructional equipment available for faculty and student usage at the learning site.

The learning site has a plethora of state-of-the art equipment for faculty and student usage, as mandated by T&G. The site has 60 adjustable chairs, 58 styling stations with mirrors, and 8 shampoo basins, among the larger equipment. Each student has his or her own trolley, which includes a shampoo cape, pair of scissors, hair cutting razor, two brushes, six combs, at least 100 pin curl slips, a complete set of nail technology tools, and a pair of tweezers. The site also has at least one mannequin for each student.

15. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?

The learning site is an "L"-shaped section of the oversight campus building which is located at the back of the building. It has a separate entrance, and thereby, a separate address, since it offers salon services to the public. More specifically, the space contains two classrooms on the shorter side of the "L," which have glass walls that look into the Penn Commercial hallway; a third, larger classroom; and a large salon space split into multiple areas for hair, nails, shampooing, etc. that takes up the longer side of the "L." The learning site has one bathroom and storage space for supplies. The site is vividly decorated and designed to align the space with T&G standards, and classrooms contain white board walls and TV screens to which faculty can connect their devices. The site appears to be adequate and appropriate to support the educational programs offered and the current enrollment at the site.

16. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.

At the time of the visit, the only mention of the learning site in the catalog is the statement "The learning site is located at 230 Oak Spring Road in the Oak Spring Plaza, Washington, Pennsylvania 15301. It will house our cosmetology clinic." There is no explanation as to what the learning site is, and that it not only houses the cosmetology clinic where students practice their skills, but also the classroom spaces in which the cosmetology and cosmetology teacher students take their courses. The inclusion of the address of the learning site alone may be misleading as this information makes it seem as though the site is set apart from the campus building. An institution's catalog must

explain the offerings of the institution, which includes the learning site.

The advertising documentation presented to ACICS staff by the institution includes a multitude of mediums that use the name "TONI&GUY Hairdressing Academy" and the website pittsburgh.toniguy.edu or toniguypittsburgh.com, but do not indicate that the Toni & Guy Hairdressing Academy is a part of or related to Penn Commercial Business/Technical School. This includes several billboards, an auto-appointment postcard, referral cards, movie theater advertisements, flyers, and a Pandora radio ad. The institution does use several other pieces of advertising that do include the name Penn Commercial Business/Technical School or a variation of "This school is owned and operated by Penn Commercial Business/Technical School, which is accredited by the Accrediting Council for Independent Colleges and Schools." The pittsburgh.toniguy.edu website includes this statement, while the toniguypittsburgh.com website is a site for potential students to submit their contact information, if interested in the programs, and does not include the referential information. Furthermore, a "Dual Enrollment Hand Out" incorrectly states that the cosmetology program awards a certificate, instead of a diploma. Advertising for Penn Commercial and the Toni & Guy Hairdressing Academy must be accurate and properly disclose the relationship between them in order to be completely truthful.

As another piece in the disclosure of the learning site, the site's most recently approved name, as of January 10, 2017, is Toni & Guy Hairdressing Academy TIGI Creative School. The full name of the site is not used in any publications; only "TONI&GUY Hairdressing Academy" is used.

(Section 3-1-701, 3-1-703, and Appendix C): The catalog and some advertisements do not disclose the relationship between the learning site and the oversight campus, and the approved name of the learning site is not used.

While it is not advertising, ACICS staff also found in reviewing student files that the enrollment agreement for students of the cosmetology program is titled "TONI&GUY Hairdressing Academy . . . Enrollment Agreement" and then designates Penn Commercial as the "seller" of the described educational services. The agreement provides no connection between the title of the document, which seemingly identifies T&G as the institution, and Penn Commercial, which is essential to clearly outline the relationship between the student and his/her institution, with which the student has financial obligations as described. The student is not enrolling in the TONI&GUY Hairdressing Academy, but in Penn Commercial.

(Section 3-1-414): The enrollment agreement for the cosmetology program does not identify the relationship between the T&G learning site and Penn Commercial.

17. Cite evidence that the learning site is authorized to operate by the state. ACICS staff reviewed the oversight campus facility's license to operate as a private licensed school by the Pennsylvania Department of Education, State Board of Private Licensed Schools. This license was issued October 7, 2015, and is void after November

I, 2017. As the learning site is within the overall building space of the oversight campus, the site does not require separate documentation.

18. Describe the documentation that evidences that the site is in compliance with fire, safety, and sanitation regulations (certificate of occupancy, fire inspection, etc.).

As previously stated, the learning site is within the oversight campus building and does not require separate documentation of compliance with regulations. The campus did present the campus's occupancy permit from the Pennsylvania Department of Labor and Industry's Bureau of Occupational and Industrial Safety. This permit was approved and the building inspected in 2001, and authorizes occupancy of the building as long as it is maintained in accordance with fire and panic law, regulations, and the plan's approval. The campus had had its fire extinguishers inspected and refilled in September 2016, and its sprinklers inspected in November 2015 (sprinkler inspection is required at least every five years).

SUMMARY

Based on the team’s review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	3-1-414, 3-1-701, 3-1-703, and Appendix C	<p>The institution’s enrollment agreement, catalog, and some advertisements do not disclose the Toni & Guy Hairdressing Academy TIGI Creative School learning site and its relationship to the Penn Commercial oversight campus (page 9).</p> <p>The learning site is not referenced using its full, approved name (page 9).</p>

Also note that the institution must provide a narrative explanation, supported by documentation, to evidence appropriate instructor assignments and class coverage for the current class schedules for the cosmetology and cosmetology teacher programs.

Instructions

Use this page to upload citation documents that have been requested by an analyst. Drag and drop the documents into the section below to upload them. Once the documents are uploaded, choose the corresponding Citation Type for each document.

[+ new document or drag files here](#)

	Document Type	Version	Created	Created By
Nano				
1st Cite Narrative	1st Cite - Narrative	1.0	July 24	acics@penncommercial.edu
COSMO INSTRUCTOR SCHEDULES	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
Catalog Addendum	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
1 CST 1250 EA TG Page 1 revised 11.21.16	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
2 CST 1250 EA TG Page 2 updated 5.9.2017.pdf updated	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
1 CSTT EA TG Page 1 revised 11.21.16.pdf	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
2 CSTT EA Page 2 new.pdf updated 5.9.2017	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
Durka resume	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
COOPER RESUME	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
Additional Institutional Response	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
Additional Institutional Response	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
Cosmetology Meeting	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
COSMO Placement Improvement Plan for ACICS visit 2017	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
cease and desist letter	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
slate bd of cosmo site visit 1	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
slate bul of cosmo site visit 2	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu
slate bd of cosmo site visit 3	1st Cite - Supporting Document	1.0	July 24	acics@penncommercial.edu

Application Status

Application Title: New Learning Site
 Application Status: APPROVED PENDING COUNCIL REVIEW
 Campus: Penn Commercial Business/Technical School - Washington, PA (00010315)
 Linked Application:
 Assigned To: Linda Lundberg
 Number of Citations: 3
 Comments:
 No comments at this time

Associated Forms:
 There are no application web forms for this application

[Back to Application Documents](#)
[Deferral Documents](#)

Institution's Response

RESPONSE TO FINDING SET FORTH BELOW:

Number 1 Sections 3-1-414, 3-1-701, 3-1-703 and APPENDIX C

THE INSTITUTION'S ENROLLMENT AGREEMENT, CATALOG AND SOME ADVERTISEMENTS DO NOT DISCLOSE THE TONI&GUY HAIRDRESSING ACADEMY TIGI CREATIVE SCHOOL LEARNING SITE AND ITS RELATIONSHIP TO PENN COMMERCIAL OVERSIGHT CAMPUS

There was a finding that the institution's enrollment agreement, catalog and some advertisements do not disclose the Toni&Guy Hairdressing Academy TIGI Creative School learning site and its relationship to the oversight campus. After a thorough review of the sections of the ACICS Criteria cited, 3-1-414, 3-1-701, 3-1-703 and Appendix C, we see no direct regulations setting forth how a learning site is to be addressed and referenced in all information disbursed to the public. Penn Commercial understands that the cosmetology learning site should state the full name as approved by the Pennsylvania Corporate Bureau and will revise its enrollment agreement, the Toni&Guy pittsburgh.com website to reflect this relationship more clearly. The catalog will also be more effusive in its explanation and the fully approved corporate name will be used along with the statement that the Toni&Guy Hairdressing Academy TIGI Creative School is a learning site of Penn Commercial Business/Technical School. **This information was added to the latest catalog addendum and copies of both are attached for your review. To access the revision on the website, please go to www.penncommercial.edu; click on "Programs"; Click on Toni&Guy Hairdressing Academy and this will bring you to the advertising page.**

Please see revised advertising by clicking the following link. <https://www.dropbox.com/sh/vhfn7hbjabwf45i/AAB38UJwYO6WZh9SWmE1fc6la?dl=0>

As an aside, the reviewer was told that Penn Commercial has made application for accreditation to ACCSC. We are far along in the process and a site visit is scheduled in the near future. All information on the learning site was sent to ACCSC and, after review, it was determined that there was no need for a learning site at all. The cosmetology program is incorporated solely in the Penn Commercial building, and as such, it needs no separate distinction in any way, shape or form. Accordingly, in the near future, and upon approval, hopefully from ACCSC, the learning site designation must be dropped from all reference to the Toni&Guy Hairdressing Academy Creative School. We are doing as ACICS is requiring and will have these changes in place until final acceptance by ACCSC.

Penn Commercial worked diligently with ACICS in the process of instituting the Toni&Guy franchise into the school. There were months of conversations with ACICS staff and also months of questions that went unanswered from ACICS. This caused great stress and angst to us when initiating this franchise into our school. ACICS seemed to not understand what we wanted to do and how to answer many of our questions. We forwarded all significant

documentation to the US Department of Education who had no issues with the franchise agreement or the cosmetology setting in the school, the PA State Board of Cosmetology had no issues, and the PA State Board of Private Licensed Schools had no issues. ACICS required us to basically jump through a multitude of hoops to incorporate this franchise program in our program offerings. And, at each step in the process, we followed instructions from ACICs to the letter. We asked question after question and, many times, received little or no help. We were told to use the Toni&Guy Hairdressing Academy name and to refer to Penn Commercial Business/Technical School accredited by ACICS. We were never told to include "learning site" anywhere in the advertising.

Accordingly, all revisions required by this finding are being made as requested, as evidenced by the attachments hereto.

Attached also, as requested are a Narrative explanation, supported by documentation, that evidences appropriate instructor assignments and class coverage for the current class schedules for the cosmetology and cosmetology teacher programs. Penn Commercial hired two additional instructors after speaking with students and determining that it may provide for a better learning environment for the students to have these additional instructors.

The instructors' schedule and the new instructors' resumes are attached.

Catalog Addendum

June 2017

Page 5—Edits to Memberships of Organizations

Page 6—Edits to School Facilities

The Practical Nursing and Medical programs lab hold 25 students, Welding lab hold 24 students, Electrician lab holds 30 students, Networking lab holds 20 students, HVAC lab hold 25 students, Cosmetology lab holds 42 students, and CADD lab holds 20 students.

Page 6—Added Equipment listing

CADD—computers, printers, specialized software, 3D scanner, 3D printer. Cosmetology—64 stations, hair dryers, shampoo basins, facial chairs, styling stations, four manicure stations, two pedicure stations. Electrician—PLC units, complete work stations. HVAC—heat pumps, condensers, roof top unit, oil heaters, boilers, hot water heaters, electric furnace. Massage—massage therapy tables, massage chairs. Medical—autoclave, scales with height, infant scale, audiometer, ECG machine, Afinion A1c Machine, Sofia Flu testing machine, Pt/INR machine, Hemopoint, Hemocue, microscopes, centrifuges, Phlebotomy chairs, skeleton, mannequin. Nursing—mannequins, infant mannequins, hospital beds, bedside tables, IV stands, integrated wall system, folding walkers, wheel chair, oxygen tanks/portable oxygen tank, oxygen portable system, medication cart, procedure cart, infant scale, physician scale, adult injectable training arm, intramuscular injection simulator, EKG machine/electrodes, organ models, blood draw chairs, stainless steel carts, microscopes, audiometer (hearing). Welding—TIG, power waves, MIG, berulers, grinders.

Page 8-9-Edits to Staff and Faculty

Page 17-Addition of Esthetician to Tuition and Fees

Esthetician	Diploma	3 months	400 hours	\$3,000.00	\$1,561.00	\$5,461.00
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Page 34-Edit to Cosmetology Program in program breakdown

COSMETOLOGY DIPLOMA PROGRAM

The cosmetology program is 9 months in length and consists of 3 quarters. It is designed to prepare students to accept entry-level positions in the cosmetology field. Students will be able to accept positions at a variety of agencies including hair and nail salons, spas, resorts as well as self-employment. As a TONI&GUY Hairstyling Academy, the cosmetology program is using the TONI&GUY curriculum. Students will be taught the TONI&GUY hairstyling techniques by teachers trained in this curriculum.

COURSE	COURSE NAME	HOURS
Quarter 1		
CST1000	• Freshman Module	139
CST1001	• Sophomore Module	139
CST1002	• Junior A Module	139
QUARTER 2		
CST2000	• Junior B Module	139
CST2001	• Junior C Module	139
CST2002	• Senior A Module	139
QUARTER 3		
CST3000	• Senior B Module	139
CST3001	• Graduating Senior A	139
CST3002	• Graduating Senior B	138
		TOTAL
		1250

- *Indicates a Core Course – Students must earn a grade of C or better.*

LICENSURE

Graduates of the Cosmetology program are eligible for the Pennsylvania Cosmetologist Examination. You must be licensed to work in this field. Penn Commercial does not guarantee that a student will pass this examination.

For more information about graduation rates, median debt of students who completed this program, and consumer information, please visit: www.penncommercial.edu/catalog/consumer_disclosures.pdf

Page 38-Addition of Esthetics program

ESTHETICS

Diploma Program

The objective of this 400 hour 12 week diploma program is to provide students with training in the area of esthetics. Students will learn skin care treatments, skin analyses, various types of facials, make-up applications and temporary hair removal. They will be prepared to site for the license from the PA State Board of Cosmetology in the field of Esthetics.

COURSE CODE	COURSE NAME	HOURS
ES101	• The science of Skin Care and Professional	120
ES102	Practices	100
	• Facial Treatments and Services and Temporary	
	Hair Removal	
ES103	• Advanced Skin Care Techniques	50
ES104	• Professional Esthetics and Make-Up Application	100
ES105	• State Board Preparation for Esthetics	30
		TOTAL
		400

- ***Indicates a Core Course – Students must earn a grade of C or better***

LICENSURE

Graduates of the Esthetics Program are eligible to sit for the Pennsylvania State Board of Cosmetology Esthetics Examination. You must be licensed to work in this field. Penn Commercial does not guarantee that a student will pass the licensing examination.

For more information about graduation rates, median debt of students who completed this program and consumer information, please visit: www.penncommercial.edu/catalog/consumer_disclosures.pdf.

Pages 46-48-Edit of Course Descriptions for Cosmetology

COSMETOLOGY (CST)

CST1000 Freshman Module

139 Hours – 4 weeks

This course is designed to introduce the student to Toni & Guy Philosophy, items in student cosmetology kits, how to clean and adjust shears, knowledge of the importance of proper draping to protect the client, cosmetology board requirements, and the cosmetology profession. Students will learn the proper use and care of tools, implements and materials related to the field of Cosmetology. As well as, gain knowledge of the study of the hair/skin, to include: analysis of the hair/skin such as, condition, porosity, elasticity, color, texture, and growth direction. An understanding of hair composition which includes hair root, hair shaft, follicle, papilla, and bulb, and disorders of the scalp and hair which includes the skin. Also, basic haircutting techniques, properly section and part the hair following the Toni & Guy Cutting System. This course will give students the procedure for One Length Cut, Classic Bob, Increased Layered Front Hairline, Graduated and inversion layers, uniformly layered, combination form and

textured layers and the finished results. The student will execute hairstyling techniques using different air forming techniques, wrapping roller sets, practice braiding and basic updos. Information regarding TIGI Product Knowledge and Styling Aids are also discussed.

CST1001 Sophomore Module

139 Hours- 4 weeks

This course is designed to introduce the student to all Chemical Services performed in the field of Cosmetology. This course will give the student knowledge in all Hair Color, Permanent Waving, Chemical Texturizing, Chemical Relaxing and Hair Straightening Techniques. The student will also continue to understand and practice the importance of Professional Development and how it relates to the Beauty Industry i.e. appearance, hygiene, personality, communication, attitude and ethics. The student will gain knowledge on Client Consultations, Scalp and Hair Analysis, Understanding of Hair Structure and how that relates to making a Permanent Chemical change to the Hair, and how to Perform Step by Step Chemical Service in a safe and sanitary environment while following all manufacturer's instructions and State Laws.

CST1002 Intermediate A Module

139 hours – 4 weeks

This course is designed to introduce the student to the skill of mastering haircutting for Men and Women. The student will review the degrees learned in haircutting the use of the razor and techniques, purpose of thinning and texturizing, as well as the proper technique for each, the clippers and trimmers and the proper use. The student will gain knowledge on proper disinfecting of their implements and haircutting safety precautions, client consultation, hair analysis and execution of a haircut. The student will be able to demonstrate hairstyling techniques such as round brushing/air forming techniques, use of the marcel iron i.e. spiral curls or wand, use of the flat iron, finger waves, pin curls, roller sets and specialty updos, perm preparation, application, and finish, different methods of rod placement, proper application of waving lotion and neutralizer, safety precautions in the permanent waving and neutralization process, how to take a test curl based on manufacturer's directions, perm wrapping methods for long hair, spirals and piggybacks. This course is designed to introduce the student to the history of haircoloring, knowledge on haircoloring terminology, how to do a haircolor consultation including hair analysis for predictable haircolor results, the purpose of a patch or sensitivity test, what to look for on a positive patch test, and purpose of a strand test. The student will be able to explain the law of color as well as formulate haircolor using a color wheel. The student will be able to demonstrate the application of temporary, semi-permanent and permanent haircolor, as well as explain the importance of following manufacturer directions. This course is designed to introduce the student to skin care and facial treatments. The student will gain knowledge on implements and cosmetics used in the application of make-up.

CST2000 Intermediate B Module

139 Hours – 4 weeks

This course is designed to introduce the student to Advanced Hair Coloring techniques. The student will gain knowledge on corrective haircolor, and know the purpose of hair color fillers when performing a corrective color application, hair coloring problems that might be encountered in the salon, precautions when performing corrective haircolor. The student will be able to incorporate all previously learned highlighting techniques and expand upon them. The student will review all previously learned haircuts and introduce the student to advanced haircutting techniques. The student will gain knowledge on haircutting techniques for men and women using clippers, razor and scissors, knowledge on sectioning the hair and the partings needed to accomplish each haircut, and be equipped with the proper supplies and equipment for the tasks that must be completed, also expand on advanced styling techniques including Finger Waves. The student will review all Chemical Texturizing, Chemical Relaxing and Hair Straightening Techniques. Introduction to the history of hair removal, knowledge on the different techniques of

hair removal, temporary and permanent hair removal, procedure for waxing and tweezing and materials and implements needed for hair removal. Also to be discussed are manicuring, nail disorders, polish techniques using top, liquid, and base coat. The Clinic portion of this course focuses performing thorough Client Consultations stressing the importance of Customer Service as it relates to the Beauty Industry. The student will be able to practice perfecting competence in advanced techniques related to client services in the cosmetology clinic. Clinical experience will include advanced procedures for haircuts and styling, hair coloring, permanent waving, soft curl permanent waving, chemical straightening, thermal pressing and curling, facials, manicuring, and other related services. Students will also focus on front desk operations. The students will be able to perform all of these tasks in a safe and sanitary environment while complying with the State Board of Cosmetology Laws.

CST2001 Intermediate C Module

139 Hours – 4 weeks

This course is designed to introduce the student to the definition of professional image, and how it applies to the field of cosmetology. This course will give the student knowledge on the important role that appearance, hygiene, personality, communication, attitude, and ethics plays in the field of cosmetology. Upon completion of this course the students will be able to develop a professional portfolio and research prospective employers. The students will learn how to present themselves at an interview. . The Clinic portion of this course focuses on perfecting competence in advanced techniques related to client services in the cosmetology clinic. Clinical experience will include advanced procedures for haircuts and styling, hair coloring, permanent waving, soft curl permanent waving, chemical straightening, thermal pressing and curling, facials, manicuring, and other related services. Students will also focus on front desk operations.

CST2002 Senior A Module

139 Hours – 4 weeks

This course is designed to introduce the student to the study of Chemistry, Electricity, and Anatomy and Physiology in the field of cosmetology. The student will gain knowledge on the chemistry of water and shampoos, and have an understanding acidity and alkalinity as it relates to hair, skin and nails. Students will gain knowledge on the pH scale and that a pH balance of 7 is the acceptable range for all hair solutions used on hair to prevent damage. Students will be taught how the pH effects the chemistry of permanent waving, chemical relaxers, haircolor and conditioner. Students will gain an understanding of the role that electricity has in the field of cosmetology, as they will be using electricity and currents to be able to work the equipment used in a beauty salon. Students will also gain knowledge of the functions and definitions of the cells, organs, tissues, and systems. Topics to be discussed on anatomy include the skeletal, muscular, nervous, circulatory, endocrine, excretory and respiratory systems, and the study of minute structural parts of the body, which includes hair, nail, sweat and oil glands. The Clinic portion of this course focuses on perfecting competence in advanced techniques related to client services in the cosmetology clinic. Clinical experience will include advanced procedures for haircuts and styling, hair coloring, permanent waving, soft curl permanent waving, chemical straightening, thermal pressing and curling, facials, manicuring, and other related services. Students will also focus on front desk operations.

CST3000 Senior B Module

139 Hours – 4 weeks

This course is designed to introduce the student to the study of Chemistry, Electricity, and Anatomy and Physiology in the field of cosmetology. The student will gain knowledge on the chemistry of water and shampoos, and have an understanding acidity and alkalinity as it relates to hair, skin and nails. Students will gain knowledge on the pH scale and that a pH balance of 7 is the acceptable range for all hair solutions used on hair to prevent damage. Students will be taught how the pH effects the chemistry of permanent waving, chemical relaxers, hair color and conditioner. Students will gain an understanding of the role that electricity has in the field of cosmetology, as they will be using

electricity and currents to be able to work the equipment used in a beauty salon. Students will also gain knowledge of the functions and definitions of the cells, organs, tissues, and systems. Topics to be discussed on anatomy include the skeletal, muscular, nervous, circulatory, endocrine, excretory and respiratory systems, and the study of minute structural parts of the body, which includes hair, nail, sweat and oil glands. The Clinic portion of this course focuses on perfecting competence in advanced techniques related to client services in the cosmetology clinic. Clinical experience will include advanced procedures for haircuts and styling, hair coloring, permanent waving, soft curl permanent waving, chemical straightening, thermal pressing and curling, facials, manicuring, and other related services. Students will also focus on front desk operations.

CST3001 Graduating Senior A Module

139 Hours – 4 weeks

This course is designed to provide the student with the knowledge needed to prepare for the written and practical portions of the Pennsylvania State Board of Cosmetology licensing exam. This course will include practice written exams and cover mock state board procedures for all required services. The Clinic portion of this course focuses on perfecting competence in advanced techniques related to client services in the cosmetology clinic. Clinical experience will include advanced procedures for haircuts and styling, hair coloring, permanent waving, soft curl permanent waving, chemical straightening, thermal pressing and curling, facials, manicuring, and other related services. Students will also focus on front desk operations.

CST3002 Graduating Senior B Module

140 Hours – 4 weeks

This course is designed to provide the student with the knowledge needed to prepare for the written and practical portions of the Pennsylvania State Board of Cosmetology licensing exam. This course will include practice written exams and cover mock state board procedures for all required services. The student will be introduced to the business practices associated with a Salon/Spa. Topics to be discussed are: salon ownership, getting the right advice to open your business, borrowing money, rental agreements, insurance, taxes and expenses. Topics to be discussed are: setting goals and management skills and responsibilities in a salon, opening and managing a salon, hiring staff, advertising, inventory and scheduling appointments, setting goals and management skills, math used in the cosmetology field, all aspects of "Getting a Job", including preparing a professional portfolio (resume, cover letters, letters of recommendation and thank you letters). Students will learn how to present a professional image and develop proper interview skills. The Clinic portion of this course focuses on perfecting competence in advanced techniques related to client services in the cosmetology clinic. Clinical experience will include advanced procedures for haircuts and styling, hair coloring, permanent waving, soft curl permanent waving, chemical straightening, thermal pressing and curling, facials, manicuring, and other related services. Students will also focus on front desk operations.

ES101 The Science of Skin Care and Professional Practices
120 hours

This course is designed to introduce the student to microbiology, infection control and first aid in the esthetics field. The student will gain knowledge in the building blocks of the human body and basic body systems as it pertains to the Esthetics profession. The course is design to introduce the students to basic electricity and chemistry of cosmetics products and ingredients. The course will introduce the student to the physiology of skin and personal development.

ES102 Facial Treatments and Services and Temporary Hair Removal
100 hours

The course is designed to describe the four basic steps of a regular daily skin care regiment to maintain healthy skin. The student will learn the five basic movements of massage and explain when it is inadvisable to perform massage manipulations. The student will learn how to analyze the skin, identify basic skin types, skin conditions, and how to perform the proper treatments for all skin types. The student will learn how to execute a proper basic, spa, and machine facial including manual desincrustation. This course will also give the students the knowledge on hair growth and hair removal methods, and the different types of waxing procedures. The student will perform all of these services in a safe and sanitary environment while following all manufactures instructions.

ES103 Advanced Skin Care Techniques
50 hours

This course is designed to introduce the students to advanced face and body treatments. The student will gain knowledge on advance massage techniques and advance therapies. The student will have the abilities needed by estheticians to obtain a job in a medical or spa environment. The student will also learn about the importance of aromas in this field.

ES104 Professional Esthetics and Make-up Application
100 hours

This course focuses on perfecting competencies in advanced techniques related to client services in the Esthetics Clinic. Clinical experience will include advance esthetic procedures, various types of facials, facial massages, hair removal and techniques for day, night and special occasion makeup. The student will gain knowledge on client consultation and client record requirements and safety and sanitation requirements.

ES105 State Board Preparation for Esthetics
30 hours

This course is designed to provide the student with the knowledge needed to prepare for the Pennsylvania State Board of Cosmetology Licensing Examination for Esthetics.

Page 74-Addition to Practical Nursing Attendance

Practical Nursing Program

Classroom Attendance: Absences are not classified as excused or unexcused. The minimum required attendance to be eligible for a degree or diploma is 90% of scheduled class hours for the duration of the course before your grade is dropped by one letter grade and completion of 100% of externship or clinical hours. Once absences reach 10%, of class hours/total hours the student's grade will be lowered by one full grade. Tardiness is recorded in increments of ¼ hours. If a student's attendance falls below the minimum requirements, he/she will be placed on attendance probation. Classroom and Clinical hours must be made-up. Violation of the terms of the probation may result in termination from school. The school will terminate any student who has not been in attendance for 10 consecutive days. The school reserves the right to extend the 10 day timeframe due to extraordinary circumstances that

affect the entire student population.

Page 76-Change of Director for Change of Program from Director of Student Affairs to Retention Coordinator

CHANGE OF PROGRAM

Students who wish to change their program must see the **Retention Coordinator** complete the appropriate paperwork. The request will be considered with respect to meeting the admission requirements, necessary qualifications for the program, and the availability of space in that program. Students transferring to a program that is not starting immediately will remain an active student without a class schedule for a period not to exceed six weeks.

Page 76-Change of Director for Independent Study from Director of Student Affairs to Director of Reports & Statistics

INDEPENDENT STUDY

Opportunities for independent studies are available to outstanding students with excellent GPA's and attendance records. If a student believes he/she qualifies for an independent study course, a request must be made to the Director of Student Affairs. The request should include what class the student wishes to complete as an independent study and why the request is being made. The request is then approved by the **Director of Reports & Statistics** and appropriate faculty members. Students who register for independent studies will pay the regular tuition rate and must meet the course prerequisites or receive special permission from the Director of Student Affairs.

Page 76-Change of Director for Adding/Dropping Courses from Director of Student Affairs to Retention Coordinator

ADDING/DROPPING COURSES

Any student wishing to add a class to his/her schedule should meet with the **Retention Coordinator** to complete the appropriate paperwork. Students will be counseled regarding the effects pertaining to graduation date and adjustments to financial obligations. Providing there is room in the class, the class will fit in the student's schedule, and financial obligations have been met, the Director of Student Affairs may add the course to the student's schedule. All classes must be added to a student's schedule before the end of the first week of each new quarter.

Students withdrawing from a course in weeks 1-10 will receive a "W" on his or her transcript. This course will not be calculated in the student's GPA. Students withdrawing in weeks 11 – 12 will receive a failing (F) grade. Students wishing to withdraw from a course must do so in writing with the **Retention Coordinator**. A student who does not show up for class for ten (10) consecutive school days/fourteen (14) calendar days will be automatically withdrawn from the course and terminated from school.

p. 6 – Change of description for Learning Site

SCHOOL FACILITIES

The Toni&Guy Hairdressing Academy TIGI Creative School is a learning site for Penn Commercial Business/Technical School located at 230 Oak Spring Road, Washington PA 15301.

TONI&GUY Hairdressing Academy TIGI Creative School

**a Learning Site at Penn Commercial
Business/Technical School**

230 OAK SPRING ROAD, WASHINGTON, PA
15301 ENROLLMENT AGREEMENT

1. _____, hereby apply for the course of training described below. If this application IS NOT ACCEPTED by the school, there shall be a complete refund of any monies paid by the student.

The undersigned Penn Commercial, Inc. sells, and the undersigned Student buys, **subject to the terms and conditions set forth hereunder and on the reverse side hereof**, the following described services:

DESCRIPTION OF SERVICES

Course Cosmetology
 Total Clock Hours 1,250
 Session Days: Monday thru Saturday
 Eves: Mon. Tue. Wed. Thr. Fri. Sat.
 Starting Date: _____ Ending Date: _____
 Award Diploma
 Class Hours 8:00 AM to 10:00 PM
 Duration 9 Months
 (Weeks or Months)

TERMS OF AGREEMENT

Student agrees to pay the Total of Payments shown in Item 4 at the office of Seller or Seller's assignee in installments, 1st installment payable _____ and all subsequent installments at the beginning of each quarter until paid in full. Any accrued charges or fees shall be payable with the last installment. A late fee of \$20 will be assessed for any payment made more than 5 days after the due date.

Should the student default in the performance of any of his obligations under this contract, the Seller may without notice, declare the whole amount owing hereunder immediately due and payable. The student agrees to pay reasonable collection costs and attorney's fees awarded in any action hereon. The acceptance of payments for amounts past due shall not be a waiver of any prior or subsequent defaults of the student. This agreement is not binding until signed and dated by the Director.

Seller:
Penn Commercial
 Business/Technical School
 242 Oak Spring Road
 Washington, Pennsylvania 15301
 (724) 222-5330

Accepted By _____ Director
 (Signature)

Date _____

DISCLOSURES

Registration Fee	\$ <u>110.00</u>
Cash Price/Tuition	\$ <u>15,425.00</u>
Textbooks/Supplies estimated* \$	<u>3,315.00</u>
Graduation Fee	\$ <u>75.00</u>
Exams/Insurance \$	<u>271.00</u>
1. TOTAL CASH PRICE	\$ <u>19,196.00</u>
Less Cash Down	\$ _____
Other _____	\$ _____
(Date)	
2. TOTAL CASH- DOWN PAYMENT \$	<u>0.00</u>
3. UNPAID BALANCE OF CASH PRICE (Item 1 minus Item 2) \$	_____
4. Total of Payments (1 minus 2) \$	_____

I have read and understand this enrollment contract and received a signed copy of this agreement and a copy of the current student information publication.

This contract contains all terms of our agreement. I acknowledge that no verbal statements have been made contrary to what is contained in this contract. If the school accepts this application, I understand this contract will be binding on all parties.

Any controversy or claim arising out of or relating to this Agreement, or breach thereof, no matter how pleaded or styled, shall be settled by arbitration in accordance with the Commercial Rules of the American Arbitration Association, and judgment upon the award rendered by the Arbitrator may be entered in any court having jurisdiction.

Student
 Signature _____ Date _____
 Address _____
 City _____ State _____ Zip _____
 Phone _____ SS# _____

APPLICANTS UNDER THE AGE OF 18 must be interviewed in the presence of a parent or guardian and this enrollment contract must bear their signature. I certify I was present during the interview. I understand the terms and conditions of this enrollment contract and if accepted by the school, I agree to be responsible for its terms.

Cosigner
 Signature _____ Address _____ Relationship _____
 Cosigner
 Signature _____ Address _____ Relationship _____

BOTH PAGES CONSTITUTE THE CONTRACT

APPOINTMENT FOR TESTING -- DATE

TIME

TERMS AND CONDITIONS

I UNDERSTAND THAT:

1. Upon acceptance of my application by the school this enrollment agreement will constitute a binding contract and both the school and I will abide by its terms.
2. This printed agreement contains all the terms of the agreement and it is not to be affected or varied by any verbal or other agreement with any representative of the school.
3. I am solely responsible for payment of \$10.00/hour for every hour necessary to complete the 1250 hour requirement beyond my scheduled completion date of _____.
4. I am to make payments at the times scheduled unless the School office, in writing, extends the time.
5. Not adhering to policies printed in the catalog will result in dismissal.
6. The School reserves the right to reject any application for admission and return payment made, or to terminate a student whose scholarship, attendance, conduct or payments do not conform to the standards of the school.
7. The School reserves the right to increase tuition upon sixty (60) days written notice.

CANCELLATION CLAUSE:

If you choose not to complete your education, thus cancelling this contract, you must do the following:

1. Notify the Director of your intent to withdraw.
2. Complete the appropriate documentation and exit interview with the Financial Aid Office.

Penn Commercial Business/Technical School reserves the right to cancel a program start date when the number of students scheduled is too small.

REFUND POLICY:

The school recognizes that conditions arise which cause change in plans of students and that under such circumstances provisions for cancellation should be made. An application for enrollment may be cancelled at any time before the commencement of classes. Refund of monies paid will be made within 30 days of cancellation in accordance with the following guidelines:

1. A refund of all monies paid to the school or its representatives will be made if the student is not accepted for training.
2. A refund of all monies paid to the school or its representatives will be made if such notice of cancellation of enrollment occurs within a period of five (5) business days after signing the enrollment agreement and provided the student did not commence classes.
3. An applicant requesting cancellation more than five (5) days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus the \$25 application fee.

The Refund Policy for Clock Hour Programs is as follows: Percentage of hours scheduled to have been completed as of the withdrawal date in the period divided by the number of hours in the current payment period:

.01% to 4.9%	20% Tuition Retained
5% to 9.9%	30% Tuition Retained
10% to 14.9%	40% Tuition Retained
15% to 24.9%	45% Tuition Retained
25% to 49.9%	70% Tuition Retained
50% and over	100% Tuition Retained

TERMINATION DATE:

Last date of attendance.

EMPLOYMENT ASSISTANCE:

Penn Commercial Business/Technical School does not guarantee employment following program completion or graduation. Penn Commercial does, however, offer assistance in finding employment to all eligible graduates at no additional charge.

TRANSFERABILITY OF CREDIT:

Penn Commercial Business/Technical School does not imply, promise, or guarantee transferability of its credits to any other institution.

CERTIFICATION/LICENSURE:

For programs that allow a student to schedule a certification/licensure examination, successful completion of the curriculum does not guarantee eligibility to sit for and/or pass the examinations. Each regulatory organization may refuse to license or certify an applicant for violation of its standards.

VETERANS WHO QUALIFY FOR BENEFITS UNDER P.L. 89-35:

In the event that the veteran fails to enter the course, withdraws, or is discontinued there from at any time prior to completion, the amount charged for tuition, fees, and other charges shall not exceed the pro-rata portion of the total charges. The \$25 application fee need not be refundable (VAR-14245-C-13).

ANY HOLDER OF THIS CONSUMER CONTRACT IS SUBJECT TO ALL CLAIMS AND DEFENSES WHICH THE DEBTOR COULD ASSERT AGAINST THE SELLER OF GOODS OR SERVICES OBTAINED PURSUANT HERETO OR WITH THE PROCEEDS HEREOF. RECOVERY HEREUNDER BY THE DEBTOR SHALL NOT EXCEED AMOUNTS PAID BY THE DEBTOR HEREUNDER.

STUDENT ACKNOWLEDGEMENTS:

1. The school catalog is included as part of this enrollment agreement. I acknowledge that I have received a copy or have been directed to the online copy on Penn Commercial's website. _____ Student initials
2. I have carefully read both sides of this enrollment agreement. _____ Student initials
3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a degree/diploma may be awarded. _____ Student initials
4. I understand that the school offers lifetime placement assistance but does not guarantee job placement to graduates upon program completion. _____ Student initials
5. I understand that transfer of credits is always at the discretion of the accepting institution. _____ Student initials
6. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance with its written grievance policy, may be filed with the State Board of Cosmetology, PO Box 2649, Harrisburg, PA 17105-2649. All complaints must be submitted in writing. _____ Student initials
7. It is my decision to enroll at Penn Commercial Business/ Technical School. I have not been pressured or misled into enrolling. _____ Student initials

BOTH SIDES CONSTITUTE THE CONTRACT

TONI&GUY Hairdressing Academy TIGI Creative School

**a Learning Site at Penn Commercial
Business/Technical School**

230 OAK SPRING ROAD, WASHINGTON, PA
15301 ENROLLMENT AGREEMENT

1. _____, hereby apply for the course of training described below. If this application IS NOT ACCEPTED by the school, there shall be a complete refund of any monies paid by the student.

The undersigned Penn Commercial, Inc. sells, and the undersigned Student buys, **subject to the terms and conditions set forth hereunder and on the reverse side hereof**, the following described services:

DESCRIPTION OF SERVICES

Course Cosmetology Teacher

Total Clock Hours 600

Session: Days: Monday thru Friday
 Eves: Mon. Tues. Wed. Thurs Fri.

Starting Date: _____ Ending Date: _____

Award Diploma

Class Hours 8:30 AM to 4:30 PM

Duration 6 Months
(Weeks or Months)

TERMS OF AGREEMENT

Student agrees to pay the Total of Payments shown in Item 4 at the office of Seller or Seller's assignee in _____ installments, 1st installment payable _____ and all subsequent installments at the beginning of each quarter until paid in full. Any accrued charges or fees shall be payable with the last installment. A late fee of \$20 will be assessed for any payment made more than 5 days after the due date.

Should the student default in the performance of any of his obligations under this contract, the Seller may without notice, declare the whole amount owing hereunder immediately due and payable. The student agrees to pay reasonable collection costs and attorney's fees awarded in any action hereon. The acceptance of payments for amounts past due shall not be a waiver of any prior or subsequent defaults of the student. This agreement is not binding until signed and dated by the Director.

Seller:
Penn Commercial
Business/Technical School
242 Oak Spring Road
Washington, Pennsylvania 15301
(724) 222-5330

Accepted By _____ Director
(Signature)

Date _____

DISCLOSURES

Registration Fee.....	\$ <u>100.00</u>
Cash Price Tuition.....	\$ <u>7,404.00</u>
Textbooks.....estimated*	\$ <u>2,650.00</u>
Equipment.....estimated*	\$ _____
Other.....	\$ <u>221.00</u>
1. TOTAL CASH PRICE.....	\$ <u>10,375.00</u>
<hr/>	
Less Cash Down.....	\$ _____
Other.....	\$ _____
(Date)	
2. TOTAL CASH DOWN PAYMENT \$.....	<u>0.00</u>
<hr/>	
3. UNPAID BALANCE OF CASH PRICE (Item 1 minus Item 2) \$.....	_____
<hr/>	
4. Total of Payments (1 minus 2) \$.....	_____

I have read and understand this enrollment contract and received a signed copy of this agreement and a copy of the current student information publication.

This contract contains all terms of our agreement. I acknowledge that no verbal statements have been made contrary to what is contained in this contract. If the school accepts this application, I understand this contract will be binding on all parties.

Any controversy or claim arising out of or relating to this Agreement, or breach thereof, no matter how pleaded or styled, shall be settled by arbitration in accordance with the Commercial Rules of the American Arbitration Association, and judgment upon the award rendered by the Arbitrator may be entered in any court having jurisdiction.

Student
 Signature _____ Date _____

Address _____

City _____ State PA Zip _____

Phone _____ SS# _____

APPLICANTS UNDER THE AGE OF 18 must be interviewed in the presence of a parent or guardian and this enrollment contract must bear their signature. I certify I was present during the interview. I understand the terms and conditions of this enrollment contract and if accepted by the school, I agree to be responsible for its terms.

Cosigner
 Signature _____ Address _____ Relationship _____

Cosigner
 Signature _____ Address _____ Relationship _____

APPOINTMENT FOR TESTING -- DATE

TIME

TERMS AND CONDITIONS

I UNDERSTAND THAT:

1. Upon acceptance of my application by the school this enrollment agreement will constitute a binding contract and both the school and I will abide by its terms.
2. This printed agreement contains all the terms of the agreement and it is not to be affected or varied by any verbal or other agreement with any representative of the school.
3. I am solely responsible for payment of \$10.00/hour for every hour necessary to complete the 600 hour requirement beyond my scheduled completion date of _____.
4. I am to make payments at the times scheduled unless the School office, in writing, extends the time.
5. Not adhering to policies printed in the catalog will result in dismissal.
6. The School reserves the right to reject any application for admission and return payment made, or to terminate a student whose scholarship, attendance, conduct or payments do not conform to the standards of the school.
7. The School reserves the right to increase tuition upon sixty (60) days written notice.

CANCELLATION CLAUSE:

If you choose not to complete your education, thus cancelling this contract, you must do the following:

1. Notify the Director of your intent to withdraw.
2. Complete the appropriate documentation and exit interview with the Financial Aid Office.

Penn Commercial Business/Technical School reserves the right to cancel a program start date when the number of students scheduled is too small.

REFUND POLICY:

The school recognizes that conditions arise which cause change in plans of students and that under such circumstances provisions for cancellation should be made. An application for enrollment may be cancelled at any time before the commencement of classes. Refund of monies paid will be made within 30 days of cancellation in accordance with the following guidelines:

1. A refund of all monies paid to the school or its representatives will be made if the student is not accepted for training.
2. A refund of all monies paid to the school or its representatives will be made if such notice of cancellation of enrollment occurs within a period of five (5) business days after signing the enrollment agreement and provided the student did not commence classes.
3. An applicant requesting cancellation more than five (5) days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus the \$25 application fee.

The Refund Policy for Clock Hour Programs is as follows: Percentage of hours scheduled to have been completed as of the withdrawal date in the period divided by the number of hours in the current payment period:

.01% to 4.9%	20% Tuition Retained
5% to 9.9%	30% Tuition Retained
10% to 14.9%	40% Tuition Retained
15% to 24.9%	45% Tuition Retained
25% to 49.9%	70% Tuition Retained
50% and over	100% Tuition Retained

TERMINATION DATE:

Last date of attendance.

EMPLOYMENT ASSISTANCE:

Penn Commercial Business/Technical School does not guarantee employment following program completion or graduation. Penn Commercial does, however, offer assistance in finding employment to all eligible graduates at no additional charge.

TRANSFERABILITY OF CREDIT:

Penn Commercial Business/Technical School does not imply, promise, or guarantee transferability of its credits to any other institution.

CERTIFICATION/LICENSURE:

For programs that allow a student to schedule a certification/licensure examination, successful completion of the curriculum does not guarantee eligibility to sit for and/or pass the examinations. Each regulatory organization may refuse to license or certify an applicant for violation of its standards.

VETERANS WHO QUALIFY FOR BENEFITS UNDER P.L. 89-35:

In the event that the veteran fails to enter the course, withdraws, or is discontinued there from at any time prior to completion, the amount charged for tuition, fees, and other charges shall not exceed the pro-rata portion of the total charges. The \$25 application fee need not be refundable (VAR-14245-C-13).

ANY HOLDER OF THIS CONSUMER CONTRACT IS SUBJECT TO ALL CLAIMS AND DEFENSES WHICH THE DEBTOR COULD ASSERT AGAINST THE SELLER OF GOODS OR SERVICES OBTAINED PURSUANT HERETO OR WITH THE PROCEEDS HEREOF. RECOVERY HEREUNDER BY THE DEBTOR SHALL NOT EXCEED AMOUNTS PAID BY THE DEBTOR HEREUNDER.

STUDENT ACKNOWLEDGEMENTS:

1. The school catalog is included as part of this enrollment agreement. I acknowledge that I have received a copy or have been directed to the online copy on Penn Commercial's website. _____ Student initials
2. I have carefully read both sides of this enrollment agreement. _____ Student initials
3. I understand that the school may terminate my enrollment if I fail to comply with attendance, academic, and financial requirements or if I fail to abide by established standards of conduct, as outlined in the school catalog. While enrolled I understand that I must maintain satisfactory academic progress as described in the school catalog and that my financial obligation to the school must be paid in full before a degree/diploma may be awarded. _____ Student initials
4. I understand that the school offers lifetime placement assistance but does not guarantee job placement to graduates upon program completion. _____ Student initials
5. I understand that transfer of credits is always at the discretion of the accepting institution. _____ Student initials
6. I understand that complaints, which cannot be resolved by direct negotiation with the school in accordance with its written grievance policy, may be filed with the State Board of Cosmetology, PO Box 2649, Harrisburg, PA 17105-2649. All complaints must be submitted in writing. _____ Student initials
7. It is my decision to enroll at Penn Commercial Business/ Technical School. I have not been pressured or misled into enrolling. _____ Student initials

BOTH SIDES CONSTITUTE THE CONTRACT

COSMETOLOGY
PROGRAM and
COSMETOLOGY
TEACHER'S
PROGRAM
INSTRUCTOR
SCHEDULES

	Instructor	Times
CST1001	██████████ Sohpomore Module	8:30-12:00-Lecture/Lab 12:30-4:00-Lecture/Lab
CST1002	██████████ Junior A Module	8:30-12:00-Lecture/Lab 12:30-4:00-Lecture/Lab
CST2000	██████████ Junior B Module	8:30-12:00-Lecture 12:30-4:00-Clinic
CST2002	██████████ Senior A Module	8:30-12:00-Lecture 12:30-4:00-Clinic
CST3000	██████████ Senior B Module	8:30-12:00-Lecture 12:30-4:00-Clinic
CST3001	██████████ Graduating Senior A Module	8:30-12:00-Lecture 12:30-1:00-2:30-4:00 Clinic
CST3002	██████████ Graduating Senior B Module	8:30-12:00-Lecture/Clinic 12:30-4:00-Clinic
CSTT221	██████████ (Supervisor for Student Teaching) Student Teaching	8:30-12:00 (Teacher's Program) Student is assigned to a different instructor each week to observe and then to student teach her classes.

CSTT223

1:00-2:15 (Teacher's Program)

Salon Management

Currently, there is no Freshman Class or Junior C class. After review of meetings with instructors and students, it was decided to hire two additional instructors in the Cosmetology Program. They are [REDACTED] (PA Teacher License # CT178267) and [REDACTED] (PA Teacher's License #CT012046L). Ms. [REDACTED] was a prior instructor in the Cosmetology program and left for health reasons. She has now returned as an instructor. Both hold valid cosmetology licenses from the PA State Board of Cosmetology. Attached are their resumes.



OBJECTIVE: To gain a career position where I can fully utilize my experience and education while contributing to the benefit of my employer.

PROFESSIONAL EXPERIENCE

Cosmetology Instructor / Supervisor (October 2008 - Present)

THE COSMETOLOGY ACADEMY AT DOUGLAS EDUCATION CENTER, Monessen, PA 15062
Responsibilities include daily attendance, update course material. Teach State Board, Haircoloring, Permanent Waving, Hair Styling, Hair Design, Manicuring, Skin Care, PSW Class, Clinic and Student Teachers Program.

Hairstylist (May 2008 - September 2010)

Responsibilities included performing a variety of cosmetology services on clients. Salon retailing, inventory, registering and checking guest out. Responsible for end of day receipts and money to be correct. To perform regular daily maintenance of salon and station. Required to be attired as required.

Practical Examiner. PA State Board of Cosmetology (June 2011 - Present)

Pearson VUE, Bloomington, MN 55437

Responsibilities include monthly examinations, to determine if prospective candidates qualify to receive practical licensure in Cosmetology Teachers, Cosmetology, Nail Technican and Esthetics.

Director of Cosmetology (June 2003 – January 2008)

LAUREL BUSINESS INSTITUTE, Uniontown, PA 15401

Develop and update course materials including course curriculum, syllabi, course outlines and evaluation instruments for cosmetology programs to meet requirements of the State Board of Cosmetology Board. Plan the schedule of classes for the cosmetology program and the short programs including manicuring, esthetics, and teachers. Interview, hire, supervise, evaluate, and terminate (if necessary) cosmetology instructors. Supervise cosmetology areas including classrooms and clinic, maintain salon supplies, and requisition replacement inventory as needed. Set up and maintain system to control dispensary and cash drawer. Track students' hours and submit appropriate forms to State Board of Cosmetology when due. Develop course materials, instruct classes according to schedule, and evaluate students' progress on a regular basis throughout each semester. Counsel students on course-related matters before and after classes and at specific scheduled times. Serve as advisor for new and current students. Perform other duties as necessary.

Practical Examiner. PA State Board of Cosmetology (May 1999 – March 2006)

EXPERIOR ASSESSMENTS, St. Paul, MN 55108

Responsibilities include monthly examinations, to determine if prospective candidates qualify to receive practical licensure in Cosmetology, Cosmetology Teachers, Manicuring and Esthetics.

Director of Education - Supervisor (February 1999 – May 2003)

PITTSBURGH BEAUTY ACADEMY, Charleroi, PA 15022

Responsible for Student and Staff; Record and Report daily/monthly hours for Students; Make

regularly hourly reports to State; Many various reports on students. i.e., report cards, evaluations and counseling; Teach the Student Teachers Program; Teach Cutting and Styling; Update and create Lesson Plans, Curriculum Indexes, Outlines and Resumes; Trained students in State, National and Inter School Competitions; Haircolor Platform Artist.

Clinical Supervisor (July 1995 - February 1999)

PITTSBURGH BEAUTY ACADEMY, Charleroi, P A 15022

Order all supplies and perform inventory for school; At one time or another have taught all subjects; Taught Self Improvement Classes. Pittsburgh Beauty Academy, Pittsburgh. PA to CCAC Students, September 1995; Taught Self Improvement Classes, Pittsburgh Beauty Academy, Charleroi, PA to local High School Students involved with Exploring-Scouting, Fall-Spring of 1996 - 1999.

Owner/Operator/Manager (1977 - August 2000)

C.J.'S BEAUTY SALON. Donora. PA 15033

Cutting and Styling Teacher (July 1981 - February 1982)

PITTSBURGH BEAUTY ACADEMY, Charleroi, P A 15022

EDUCATION

- | | |
|--------------|--|
| October 1979 | Pittsburgh Beauty Academy, Charleroi, PA
Teachers/Managers Program
Degree: Licensed |
| June 1976 | Pittsburgh Beauty Academy. Charleroi, PA
General Cosmetology Program
Degree: Licensed |
| June 1975 | Ringgold High School, Donora, PA
High School Diploma - Academic Curriculum Degree:
Diploma Awarded |

CERTIFICATIONS

Certificate of Completion, Laurel Business Institute, "Microsoft Outlook", Email, Stationery and Signatures –

November 29, 2005, Notes & Contacts – November 22, 2004, Calendar & Taskpad – November 15, 2004.

Certificate of Excellence, Logics International, Certification in the Logics HairColoring System, August 6, 2004.

Certificate of Completion, OPI Center for Nail Technology, "Absolute" Liquid & Powder Technology, awarded

August 3, 2004.

Certificate of Completion, OPI Center for Nail Technology, "Make 'em Gelous", MicroBond Gel Overlay & Sculpting

System, awarded August 3, 2004.

Certificate of Completion, OPI Center for Nail Technology, "MicroWrap" FutureFiber Nail Wrap System, awarded

August 3, 2004.

Certificate of Achievement, ISO Haircoloring System, "Introduction to I-color", Pittsburgh, P A, Certificate awarded October 16, 2002.

Certificate of Achievement. THOMSON/DELMAR LEARNING, (FOR SUCCESSFUL COMPLETION OF) Milady Career Institute Master Educational Regional Event. *"The Master Educator - Topic: High-Impact Teaching Skills & Presentation Techniques"*, Presented by, Letha Barnes, Las Vegas, Nevada, Certificate awarded July 26, 2002.

Certificate of Education, C.Li.C. Haircutting System, (Certified Learning in Cosmetology) Certificate awarded October 21, 2001.

Haircolor Platform Artist, April 2001 - Davidson's (Matrix) 3 day Convention, Seven Springs, P A.

Certificate of Education, PAPSA - "Managing the Hard to Manage: Working with Difficult Students", Certificate awarded December 7, 2001.

Certificate of Achievement, PAPSA - "Active Learning: The Teacher as Facilitator", Certificate awarded November 11, 1999.

Certificate of Education, Marianna Color Brilliance Professional Hair Color, Pittsburgh Beauty Academy, Pittsburgh, PA, Certificate awarded December 1998.

Certificate of Education, Clairol Professional Hair Color, Pittsburgh, P A, Certificate awarded September 1998.

Certificate of Education, Mini Nail Design Course, Pittsburgh Beauty Academy, Charleroi, P A, Certificate awarded June 1997.

Certificate in Public Speaking, Career Track, Incorporated, Monroeville, P A, Certificate in *How to deal with difficult people in a professional manner*, July 1989.

Certificate of Education, Coiffure Creations Academy, Pittsburgh beauty Academy, Pittsburgh, P A, Certificate of Graduate Study in *Creative Cutting and Styling*, Certificate awarded July 1981.

PROFESSIONAL AFFILIATIONS

- Member of Cosmetology Educators of America
- Member of National Cosmetology Association
- Member of Pittsburgh Beauty Academy Alumni Association.
- Member of Pittsburgh Beauty Academy Sigma Beta Chi
- Member of Parents and Teachers Association (PTA)
- Certification Basic Plus, CPR, AED and First Aid for Adults

REFERENCES

Professional and Personal References Available Upon Request



REFERENCES

 Owner
Monongahela Iron & Metal Co. Inc.
East Main Street
Monongahela, PA 15063
724-258-7400

 PhD
445 Thompson Avenue
Donora, PA 15033
724-379-9797

 PhD
1310 Mount Nebo Road
Sewickley, PA 15143
412-366-4271

DISPLAY THIS CERTIFICATE PROMINENTLY • NOTIFY AGENCY WITHIN 10 DAYS OF ANY CHANGE

Commonwealth of Pennsylvania
Department of State
Bureau of Professional and Occupational Affairs
PO Box 2649 Harrisburg PA 17105-2649

15 0303940

License Type
Cosmetology Teacher

License Status
Active

Initial License Date
10/16/1979

License Number
CT012046L

Expiration Date
01/31/2018



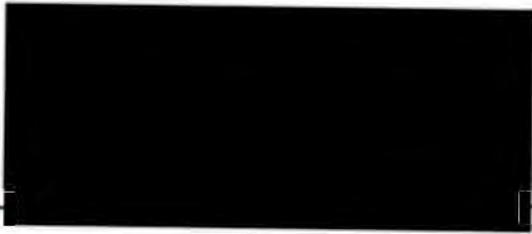
(b)(6)

(b)(6)

Signature

Commissioner of Professional and Occupational Affairs

ALTERATION OF THIS DOCUMENT IS A CRIMINAL OFFENSE UNDER 18 P.A.C.S. § 4911



Professional Strengths

Dedicated

Tolerant and flexible to different situations

Self-Motivated

Organization

Professional Development

Staff training/monitoring

Education

Toni & Guy Academy, Washington, PA, Instructor License, GPA: 4.0, Expected Graduation: February 2017

Empire Beauty School, Monroeville, PA, Cosmetology State Board Classes- GPA: 4.0, 2004 Licensed

Steel Center Vocational/Technical School, Jefferson Hills, PA, Cosmetology-GPA: 3.5, 1995-1998

Mon Valley Career and Technology Center, Charleroi, PA, Certified Nurse Program- GPA: 4.0, CNA License 2007

Salon Experience

Classics by Renee, Pleasant Hills, PA, 2010-2012

Stylist- Provided cosmetology services to clients, shampoo, haircuts, color, perms, updos, blow outs, styling & waxing, along with answering phones & booking appointments

Philip Pelusi, Century 3 Mall, Pleasant Hills, PA, 2004-2006 & 1998-1999

Hair Designer- Provided cosmetology services to clients, shampoo, haircuts, color, perms, updos, blow outs, styling, consultations, basic skin care, make-up & waxing

Fantastic Sams, Belle Vernon, PA, 2004-2004

Stylist-Provided cosmetology services to clients, shampoo, haircuts, color, perm, updos, blow outs, styling & waxing

Certified Nurse Aide Experience

**RESPONSE TO EVALUATION TEAM REPORT- QUALITY ASSURANCE MONITORING-LEARNING
SITE VERIFICATION VISIT REPORT**

ID FOR CAMPUS VISITED: 00275891
MAIN CAMPUS ID: 00010315
APPLICATION ID: 70690
STAFF REVIEWER: Ms. Katie Morrison
VISIT DATE: July 6, 2017
VISIT RESPONSE DUE DATE: July 25, 2017

VISIT RESPONSE

I will first address the comments made by Penn Commercial Business/Technical (Penn Commercial) students surveyed by ACICS, electronically, prior to the visit. Forty eight (48) students were surveyed and fourteen (14) students replied. Seven or more students responded negatively to 8, out of a total of 12, questions. It must be noted that, as a general rule, students who are dissatisfied with something when asked about it tend to respond, whereas those who are satisfied tend not to respond. As was explained to the reviewer, Penn Commercial employed a cosmetology instructor who had a number of personal and professional issues and was very vocal in attempting to incite her students to react negatively to most everything about the cosmetology program Penn Commercial, its policies and curricula. For privacy reasons, I will not state any specifics concerning this instructor other than to state that what she was claiming and telling the students was either distorted or untrue. She did notify the PA State Board of Cosmetology and Toni&Guy headquarters. The PA State Board of Cosmetology sent a representative to conduct a site visit and Penn Commercial received a glowing report. No issues were revealed. **A copy of that report is attached.** We were told that this site visit was routine and were not told that the visit was in response to her complaint, but I mention this in order to be fully transparent with ACICS in this response. Toni&Guy also dismissed all of her complaints as irrelevant and without merit. This one instructor did all that she could to turn the cosmetology students against the school; she was dismissed from her duties at Penn Commercial and, yet, continued her defamatory comments until such time as Penn Commercial's attorney determined it was necessary to send her a cease and desist letter. **This cease and desist letter is also attached form your review.**

Yet, even though we were quite certain that the students who responded were the ones who were influenced by the above-referenced instructor, the President/CEO of Penn Commercial, Penn Commercial's Vice President of Operations, the Director of Education, and the Director of

Academic Affairs met with the Director of the Cosmetology Academy, the Cosmetology Supervisor and all cosmetology instructors to review these negative comments address each one individually. The overall determination was that any comments made that may have had any merit had been addressed and the students are not complaining at this time. The President asked the instructors to take time to explain individual areas of concern with the students. The meeting went quite well and all instructors understood and plan to revisit these concerns in order to make certain that the students are satisfied with their education and training at Penn Commercial. It was also decided that all cosmetology students will be resurveyed again in a few weeks and they will have the opportunity, anonymously, to express their feelings about the program, the school, the instructors and the administration. **The minutes from this meeting are attached for your review.**

With regard to individual issues raised by the students:

The faculty at the cosmetology school are all qualified instructors. All possess a valid Pennsylvania Cosmetology Teacher's License. The current instructors have either gone to Toni&Guy headquarters for training or have had numerous training sessions with Toni&Guy educators on site at Penn Commercial.

The students who say that they are not satisfied with their experience at Toni&Guy are few. This tends to be the students who do not attend classes regularly and then will complain because they must make up hours after their scheduled graduation date. The instructors do a great deal to encourage students and make their experiences in the Toni&Guy program as beneficial and interesting as possible.

A few students stated that they were not aware of their graduation date. There is no reason that students should not be aware of their graduation dates. This date is placed on their enrollment agreements at the time that they enroll. They may be missing hours and, as such, they are unable to achieve the required 1250 at their scheduled completion date. The students are all aware of number of hours that they need to make up as the list is posted (by number and not name) weekly in the cosmetology academy.

Academic assistance is provided to all Penn Commercial students. Tutoring is available and instructors make themselves available to assist students. There is no reason for any cosmetology student to not have had any academic assistance. The DNA format on which they are taught has many additional training exercises and the Toni&Guy website provides a great deal of additional assistance for students in need. This is all available along with personal assistance.

Some students stated they were not receiving assistance with career services. The Career Services Department has developed a plan to provide additional career assistance to students in order to provide even more guidance to students who need career help. **The plan is attached.** Many students know where they want to work and for whom, prior to graduation.

For those who do not, the attached plan sets forth the future career assistance that will be provided to cosmetology students.

Some students stated that statements made by the admissions department did not accurately portray their experiences at the school. The current admissions personnel are well seasoned and do not provide students with an unrealistic picture of the program. Penn Commercial recently terminated an admissions representative who dealt primarily with Toni&Guy enrollees. She was inexperienced in working in an Admissions Department and we soon realized she was not a good fit for this position.

Students who say they do not value their education and would not recommend the school again, tend to be the students who did not put forth the effort needed to succeed in the program. Cosmetology is a rigorous curriculum. Students must attend class, pay attention to lectures and demonstrations, practice what they are taught, study for examinations and work on the skills learned outside of class time to become proficient in what they learn in the classroom. Some students are never quite satisfied for a number of reasons; be it because cosmetology is not their passion, they don't want to do all of the work required or they just don't care to be in school.

Penn Commercial has had some bumps in the road after the initiation of this new program. Each issue was dealt with individually and resolved. We feel that the cosmetology programs offered to our students are state of the art and meet the rigorous Toni&Guy standards. We believe that a student dedicated to becoming a skilled and successful cosmetologist will gain all of the information and skills necessary from this world renowned program.

Penn Commercial instructors and administration do all that they can to make certain that the students are learning the curriculum and are satisfied and happy with the program and the instructors. We take great pride in our longevity as a career school and our positive and stellar reputation as an educational provider.



BASSI, VREELAND & ASSOCIATES, P.C.
Attorneys at Law

Melvin B. Bassi
1926 - 2007

Bradley M. Bassi
Keith A. Bassi
Thomas O. Vreeland

Judith H. Veres
John I. Nubani
Todd M. Pappasergj
David B. Bassi

May 8, 2017

COPY

Lindsay R. Fisher
498 Cuff Alley
Monongahela, PA 15063

IN RE: Penn Commercial, Inc.

Dear Ms. Fisher:

I have been consulted by Penn Commercial, Inc. regarding your continuing behavior following your resignation from employment there.

I am advised that you have engaged in disparaging remarks, both verbally and in writing, directed to current students and possibly prospective students which has and will continue to have a deleterious effect on Penn Commercial's contractual relationships. You are damaging its reputation in the community and your behavior will not be tolerated.

I write this letter to demand that you cease and desist from any further behavior that casts Penn Commercial, Inc. and/or its officers, directors, employees or students in a negative light and/or seeks to damage the existing and/or future contractual relationships with its students. False and defamatory statements constitute tortious interference with its business relationships and will not be condoned.

Please understand that my client will seek all legal remedies, including, but not limited to, the commencement of a lawsuit against you in order to stop any continuing false and defamatory statements. Penn Commercial, Inc. will also seek the recovery of damages it is incurring, including its attorney's fees and costs incurred as a result thereof.

While we certainly hope this is not necessary, we are prepared to act immediately to do what is necessary, on behalf of our client, to stop this unwarranted behavior on your part. This is the last notice you will receive to refrain from such behavior.

(b)(6)

ASSOCIATES, P.C.

Bradley M. Bassi
Attorney at Law

BMB/alp
cc: Penn Commercial, Inc. ✓
c/o Robert Bazant, Pres. bmvlaw.com

PA STATE BOARD OF COSMETOLOGY
 Post Office Box 2649
 Harrisburg, PA 17105-2649
 (717) 783-7130(PHONE) • (717) 705-5540(FAX)

FACILITY

PENN COMMERCIAL
 242 OAK SPRING ROAD
 Washington, PA 15301
 Phone: 7242225330
 Owner: PENN COMMERCIAL INC

LICENSE

License No: CS001531
 Profession: Cosmetology
 License Type: Cosmetology School

Prerequisite	License Type	License No	License Status	Issue Date	Exp Date
	Cosmetology Teacher	CT017297L	Active	10/16/2007	
	Cosmetology Teacher	CT019192L	Active	12/05/2013	
	Cosmetology Teacher	CT176317	Active	07/15/2016	
	Cosmetology Teacher	CT176279	Active	11/23/2016	

Inspection Type:	05-Routine
Inspection Date:	5/24/2017
Result:	Pass

Notes: ko

Remarks:

The undersigned licensee, designee, or other authorized representative of the licensee acknowledges the completion of this inspection and the results as indicated on the summary and checklist reports.

If this is a New Business Inspection, this PASS inspection form will serve as a temporary authority to operate pending final review and approval by the State Board. The temporary authority must be prominently displayed and will expire upon receipt of a properly issued license or six months from the date of inspection.

(b)(6)

Signature of Inspector

5/24/2017

Date/Time

(b)(6)

Signature of Owner/Representative

PA STATE BOARD OF COSMETOLOGY

Post Office Box 2649
 Harrisburg, PA 17105-2649
 (717) 783-7130 (PHONE)
 • (717) 705-5540 (FAX)

FACILITY

PENN COMMERCIAL
 242 OAK SPRING ROAD
 Washington, PA 15301
 Phone: 7242225330
 Owner: PENN COMMERCIAL INC

LICENSE

License No: CS001531
 Profession: Cosmetology
 License Type: Cosmetology School

Name	License No	License Type	Status	Type
[REDACTED]	CT017297L	Cosmetology Teacher	Active	Supervisor
[REDACTED]	CT019192L	Cosmetology Teacher	Active	Supervisor
[REDACTED]	CT1176317	Cosmetology Teacher	Active	Supervisor
[REDACTED]	CT1176279	Cosmetology Teacher	Active	Supervisor

Inspection Type:	05-Routine
Inspection Date:	5/24/2017
Result:	Pass

Notes:ko

Remarks:

Checklist Results	
GENERAL	
Question	Answer
Name of owner(s) as printed on license:	Penn Commercial Inc
License No:	not licensed
Name of owner(s) as printed on license:	Not Answered
License No:	Not Answered
.....	Not Answered
Name of School Supervisor:	[REDACTED]
License No:	CT011556L

QUESTIONS

Question	Answer
1. Were all licenses (school, supervisor & teachers) on the premises at the time of inspection? (Wallet cards are not acceptable.)	Yes
2. Signs: Are the appropriate signs prominently displayed? A. A "No Smoking" sign. B. A Consumer Protection Sticker. C. A Cosmetology School sign. D. A sign with at least 2" high letters stating, "ALL WORK IN SCHOOL DONE BY STUDENTS ONLY" and "CHARGES FOR REASONABLE COSTS OF MATERIALS ONLY"?	Yes
3. Are there separate lavatory facilities with hot water for male and female students?	Yes
4. Does the school meet the square footage requirements for the number of students?	Yes
5. Is the student/teacher ratio appropriate? (Does not exceed 25 students to 1 teacher.)	Yes
6. Are teachers and students properly attired and are teachers distinguishable from students?	Yes
7. Does the school comply with all sanitation, disinfection, and safety requirements?	Yes
8. Does the school comply with the requirements for student curriculum?	Yes
9. Does the school comply with the requirements for student records?	Yes
10. Does the school comply with the requirements for duty work?	Yes
11. Is the school free of evidence of the use of methyl methacrylate (MMA)?	Yes
12. Are there complete student equipment kits for each student based on their area of study? Cosmetologist: 1 shampoo cape, 1 pair of scissors, 1 hair cutting razor, 2 brushes, 6 combs, minimum 100 pin curl clips, nail tools (incl. emery board, pusher & brush), 1 pair tweezers, 1 cosmetology text book, 1 carrying case. Esthetician: 1 facial cape, 2 spatulas, 1 pair tweezers, 1 make-up kit, facial supplies, 1 basic skin care/make-up textbook, 1 carrying case. Nail Technologist: 1 polish kit, nail tools (incl. emery board, pusher & brush), 1 basic nail tech. textbook, 1 carrying case. Natural Hair Braider: 1 shampoo cape, 1 comb-out cape, 2 brushes, 6 combs, minimum 100 pin curl clips, 1 basic natural hair braiding textbook, 1 carrying case.	Yes

CHECKLIST (MINIMUM EQUIPMENT)	
Question	Answer
4 shampoo basins	True
8 hair dryers	True
4 manicure tables and chairs	True
4 closed containers for sanitized implements	True
4 wet sanitizers	True
4 facial chairs	True
4 complete sets of cold wave equipment	True
1 mannequin for each student	True
12 styling stations with mirrors and chairs	True
1 locker for each student	True
4 closed containers for soiled linen	True
3 closed waste containers	True
1 container for sterile solution for each manicure table	True
1 bulletin board with dimensions of at least 2 feet by 2 feet	True
1 chalkboard with dimensions of at least 4 feet by 4 feet	True
1 linen cabinet	True
An arm chair or usable table and chair for each student in the theory room	True
3 timer clocks	True
2 sanitary towels per student	True
Attendance records	True

PROGRAM IMPROVEMENT PLAN

OUTCOME TO BE IMPROVED (Retention, Placement or Licensure) PLACEMENT

<p>Campus Name & ACICS ID #, Program Name & Credential Level – One plan may be used to address more than one deficiency in a program’s outcomes (retention, placement and/or licensure pass rate).</p>	<p>Penn Commercial Business/Technical School 00010315 Cosmetology – Diploma</p>
<p>Data - Please include data on the relevant measure from the last CAR.</p>	<p>2016 – 90%</p>
<p>Analysis - Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the program needs improvement.</p>	<p>Career Services Action Plan for Cosmetology:</p> <p><u>Quarter #1:</u> Meet with all students at orientation Introduce myself Director of career Services), how they can reach me, my contact information, office location and hours Explain what career services is/does for the students and graduates Discuss time frames for career services Discuss part time job opportunities while they are students at Penn Commercial</p> <p><u>Quarter #2:</u> Meet with the students to discuss the big picture: they need to keep focused on graduating and getting a job Discuss the importance of networking Discuss job openings in their field Keep them motivated and excited about a job in their field</p> <p><u>Quarter #3:</u> (Two hour seminar includes the following :) Have students fill out Cosmetology Questionnaire in order to begin their permanent placement files Discuss job preferences, location preferences, and travel preferences</p>

Show them listings of job openings within a 50 mile radius of our school to keep them motivated and in tune with salaries, travel requirements, benefits, responsibilities, and companies currently hiring

Discuss resumes, cover letters, references, thank you letters, filling out job applications, answering interview questions, ways to portray professionalism and unprofessionalism, positive behaviors, dressing for success, business etiquette, on line job applications, creating profiles, networking, on line job sites, social media, and the placement office

Conduct exit interviews that discuss the following:

Feedback on the training they received

Attaining their goal(s)

Fields they prefer to work in

Graduate questionnaire

Updating all contact information

Companies they would like me to contact for them

Importance of ongoing communication with Career Services Department

Testing for licensure

Our alumni association

Graduate testimonial

*Cosmetology Teachers are required to meet with Career Services for all third quarter information.

Cosmetology Meeting
July 12, 2017

Attendance: Present

Absent

██████████ – President/Owner
██████████ – Vice President of Operations
██████████ – Director of Education
██████████ – Director of Academic Affairs
██████████ – Director of TG Academy

Instructors:

██████████ – Clinic Supervisor
██████████

██████████

Goal: To make Toni & Guy the best Cosmetology School in our area; to give the best quality education & experience; to make it the school of choice for all area students wanting a career in Cosmetology.

Topics:

Student Satisfaction
ACICS Visit results
Student Complaints
Fixing problems and making Toni & Guy better.

1. Student given evaluation forms prior to the ACICS visit. Area of concern:

Cosmetology program's lack of organization amongst teacher, students, and administrators.

Student should be more engaged – give the students a reason to want to come every day.

Teachers must be prepared for 2 hours of lecture if scheduled 2 hours of lecture.

Students have too much time just standing around doing nothing.

Students feel they aren't getting what they paid for.

Students with make-up hours not schedule to do anything.

Students are angry and frustrated.

Instructors are not performing enough demonstrations on techniques.

2. ██████████ commented that the ACICS representative said our cosmetology facility was the nicest she has seen. He stressed that graduates of the Cosmetology program are ambassadors and we need to utilize them to bring in more students. Students need motivation to come every day. It is important that we are motivating our students and provided an education that they look forward to.

3. Comments that were reported on the ACICS surveys

- Do not support students in need of academic assistance.
- Are not receiving the value for their education that they thought they would get when they enrolled.
- Would not recommend the institution
- Unorganized
- Discord between Tony & Guy rules and PC rules
- Communication in the department needs improvement
- Too many people in charge
- Instructors do not know TG methods of cutting and terminology
- Instructors are not on the same page
- What is taught doesn't correspond with the written TG curriculum.
- TG is not taught in an understandable way.
- Student teachers teaching them without an instructor present.
- Students advance but don't believe they have the knowledge they should.
- Students learned little even though she was an honor student
- Would not recommend school
- TG curriculum was written for Texas, no PA
- No support for student who require individual help.

Discussion:

Instructors thought some of the comments were unfounded. They were adamant that they helped students with academic difficulties. They agreed that some of the curriculum was not presented in a fashion that was understood by the student; however, that seems to have been fixed.

█ again stated that it is the instructor's responsibility to make the learning fun even though there isn't a lot of time to teach and review necessary information.

█ said that Cosmetology needs the instructors to evaluate the courses and change what needs to be changed to make the program better. It is not acceptable for students to be in class not doing anything. Provide the students with assignments that need completed if they don't have clients for the day.

█ asked what to do with students who refuse to cooperate or complete the daily skills. █ explained that these students need to be sent to administration or sent home for the day if they show this lack of professionalism.

The meeting was adjourned at 12:35 PM



August 11, 2017

ID Code 00010315(MC)

VIA E-MAIL ONLY

acics@penncommercial.edu

Mr. Robert Bazant
President
Penn Commercial Business/Technical School
242 Oak Spring Road
Washington, PA 15301

Subject: Quality Assurance Monitoring - Learning Site Verification Review

TONI & GUY HAIRDRESSING ACADEMY TIGI CREATIVE SCHOOL,
WASHINGTON, PA ID CODE 00275891(LS)

Dear Mr. Bazant:

At its August 2017 meeting, the Council considered the quality assurance monitoring - learning site verification report for the learning site located at 230 Oak Spring Road, Washington, Pennsylvania, at which more than 50 percent of the diploma programs in cosmetology and cosmetology teacher are offered. Based on its review of the institution's response to the team's request for additional information, as well as the narrative provided to address the Call for Comments responses, the Council has determined that the institution is compliant with all applicable standards and acted to continue the inclusion of the learning site within your institution's current grant of accreditation, which extends through December 31, 2020.

The Council's expectation is that the institution will continue to review, monitor, and revise its operations in order to ensure the high quality of education toward which we must all strive. Please contact Ms. Katie Morrison at kmorrison@acics.org or (202) 336-6783 if you have any questions.

Sincerely,

(b)(6)

Michelle Edwards
President

c: Ms. Patricia Landis, Pennsylvania Division of Private Licensed Schools
(plandis@pa.gov)
Pennsylvania State Board of Cosmetology (st-cosmetology@pa.gov)

Case Name: *In the Matter of* Accrediting Council for Independent Colleges and Schools

Docket No.: 16-44-O

Filing Party: Respondent, Accrediting Council for Independent Colleges and Schools

Exhibit No.: B-O-176

From: Perliter Walters-Gilliam
To: ["Ron.Bennett@ed.gov"](mailto:Ron.Bennett@ed.gov)
Cc: [Michelle Edwards](#)
Subject: Possible Title IV Compliance Issue - Northwest Suburban College
Date: Wednesday, August 09, 2017 3:41:00 PM
Attachments: [NWSC Title IV Issue.pdf](#)
[\(1\) Complaint Investigation.pdf](#)
[\(2\) ACICS Letter Compliance Representative.pdf](#)
[\(3\) Withdrawal by Suspension 00135778.pdf](#)

Importance: High

Dear Mr. Bennett:

On behalf of Michelle Edwards, ACICS President & CEO, find attached information about the aforementioned institution which ACICS has reason to believe may be failing to meet its Title IV program responsibilities or which may be engaged in fraud or abuse. We are available to provide any additional information that you may need. Thank you.

Ms. Perliter Walters-Gilliam

Vice President - Accreditation

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.6769 - p |

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.



August 9, 2017

VIA EMAIL ONLY

Ron.Bennett@ed.gov

Mr. Ron Bennett
School Eligibility Service Director
Program Compliance
830 First Street, NE., Room 73D1
Washington, DC 20002

SUBJECT: Possible Title IV Compliance Issue – Northwest Suburban College

Dear Mr. Bennett:

On June 8, 2017, ACICS received a formal “whistleblower” complaint from the former librarian of Northwest Suburban College, Mr. Crispian Van Aelst, who makes a number of serious allegations of misrepresentation and abuse, include possible Title IV fraud.

Consistent with its complaints review process, ACICS provided the institution with a copy of the complaint and an opportunity to respond, with documentation, to the allegations. Multiple responses were provided, including a separate document from another member of the institution’s compliance team, who refuted the formal response and validated a number of Mr. Van Aelst’s allegations (see Enclosure (2)). See Enclosure (1) for the complete complaint investigation.

Subsequently, at its August 2017 meeting, the Council acted to withdraw the institution’s accreditation by suspension in light of this and other serious areas of non-compliance with ACICS’ established standards. A copy of this formal action has been forwarded to the appropriate federal and state agencies, with a copy attached for your reference (see Enclosure (3)).

Accordingly, this notification is being sent to the U.S. Department of Education consistent with the findings addressed herein and responsive to Appendix G of the ACICS Accreditation Criteria, which specifies such action being taken when the Council has reason to believe there is evidence of a member institution’s failure to comply with its Title IV responsibilities.

Respectfully,

(b)(6)

Michelle Edwards
President

Enclosures



June 8, 2017

Crispien Van Aelst
8944 Lavergne, Skokie, IL, US
(312) 330-7751 _____
Vanaels2@illinois.edu

Official Complaint Letter

Did you follow the campus grievance policy? **No**

Additional Details: **The school has no policy or ability to make caomplaints**

Do you wish to remain anonymous? **No**

School: **135778 - Northwest Suburban College, 5999 S. New Wilke Rd., Building 500, Rolling Meadows, IL**

Your relationship to the School: **Former Faculty**

Complaint: **Crispien James Van Aelst 312.330.7751**

I started working as a librarian at Northwest Suburban College (NWSC) on January 10th 2017 and was fired on June 1st the same year, in the near six months that I was employed there I witnessed many displays of unethical behavior, some of which may have crossed the line into outright criminal behavior.

I shall begin at the beginning, within a few days of my starting I witnessed the Director of Admissions, John Nichols, encourage prospective students to create FASFA applications with falsified information. Often these prospects did not have their tax and income statements available, John would instruct them to "just make it up" the times that I heard the students protest this Mr. Nichols would begin to berate them for not having a strong enough will to complete their education. Additionally, I often heard Mr. Nichols in conversation with Dr. AliNiaze conspire to up the number of students who would be likely to drop from the programs so that the school could pad the books with Title IV funds that had no student that remained at the school. At Dr. AliNiaze's request Mr. Nichols would then ramp up his sales pitch tell students that they would be making a minimum of \$35,000 immediately after graduation and that if they wanted to get ahead the needed to sign on now, statements such as this were extremely common and a violation of regulations and of ethics. The reason I was witness to these conversations is that

Mr. Nicols would often use the library as his recruiting room (as I had made it the best place on the campus) and the computer lab where prospective students would complete their FASFA forms was also part of the library.

I made numerous complaints to concerning this to the Dean Shazia Ilyas, these were made in person as NWSC had no formal complaint system established (when I asked if there was one I was told that none was needed because this is a loyal family) and no corrective action was taken for several months. When action was taken it was only after I had basically thrown a fit over what I saw as a direct danger to both the school and to me as I had witnessed Title IV violations without reporting them, the action taken was to remove Mr. Nichols from Financial Assistance (something he had never been trained or qualified to do), but allow him to remain as admissions director. However, I continued to witness him coaching prospective students on improper acts concerning their FASFA forms, as well as making extravagant and unethical and misleading statements about what the school could guarantee them in the future as he continued to recruit.

On my first day there I was pulled aside by Luke Margoliolis and told to watch out for Mr. Nichols as he served as a kind of enforcer for Dr. AliNiaze, being my first day there I did not understand what he meant by enforcer; however later that week I witnessed Mr. Nichols crudely berating Luke for honestly sharing information with a prospective student that led to the student to decide that NWSC was not the best place for him, these personal attacks continued for several weeks, with Mr. Nichol berating Luke for his lack of vision and loyalty, after two weeks of this Luke walked away from his job.

In February or early March ACICS requested information concerning library statistics, I was asked by both Dr. Aliziaze and Shazia Ilyas to create false documents showing that the library had a far large number of books and digital resources than it had, I refused but inflated numbers were submitted without my knowledge, as the numbers before my arrival were zero, as there was no functioning library and no digital resources. Students instead were told to use the local public libraries if they needed help.

In early May 2017 I angered Mr. Nichols and Dr. AliNiaze by placing furniture in the library (it was empty of both sitting and study space) from an unused room without permission, and so began a two-month long campaign to force me to quit; however, that is not my way, I later found out that this was not the reason for my ill treatment but the excuse. I persisted in defending my library from Mr. Nichols interference which only escalated the attacks on me with Dr. AliNiaze joining in on the campaign of harassment, during this time I made more than a half dozen complaints to Shazia Ilyas (my direct supervisor) and was told to ignore it, when I insisted as I had with the Title IV complaint that I be permitted to file an official complaint, I was again told that there was no official way to complain. On June 18th forms were finally made, at Claire Wetenhaver-Loretz's insistence (she was at this

point a newly hired compliance officer) I filed four separate harassment complaints against Mr. Nichols, to which no action was taken. Shortly thereafter I overheard a conversation between Dr. Aliniaze and Mr. Nichols that the real reason behind my harassment was that I had been deemed to be disloyal and that they were afraid that I would soon be cooperating with investigators from the ACISC (and the IBHE) who had recently issued a show cause order against the school for misrepresentation and falsification of documents, I was planning on doing so, but am not certain how they knew.

I have also witness Mr. Nichols harass numerous employees to the point of walking away, after the doctor had deemed them to be disloyal and I also witnessed Mr. Nichols sexually harass the front desk receptionist and intimidate her into doing things that were against her will, such as loaning him her car, with threats against her job, after witnessing these acts, I also reported the behavior to Shazia Ilyas and no corrective action was taken, and I was told to stop rocking the boat and act like family.

Once Dr. AliNiaze realized that I would not be leaving to avoid the sustained harassment, he began to seek other ways to have me forced out, saying that until these outsiders showed up there were no problems with regulating bodies, at this point Mr. Nichols and Dr. AliNiaze devised a plan to drug test all the non-Muslim workers on campus, an Idea that was shot down by Claire as a violation of employment agreements. Finally on June 1st Dr. AliNiaze fired me for my attempts to contact the IBHE and ACICS concerning ethical issues, which I will continue with now. In a related topic out of the 8 remaining Associate (formerly Bachelor's) degree students, only the Christian student Erica (I do not know her last name and she has been forced into the Medical Assistant program to silence her) has been made to pay tuition and the tactics against her have been extremely aggressive. In my time at NWSC I saw student documents destroyed, this concerned students who had dropped out after the school's accreditation was cancelled by ACICS, so as to avoid having to refund tuition and Title IV funds to these students. Additionally, students were not informed of the loss of accreditation, and to my knowledge have still not been officially informed nearly four months later. When questioned by ACICS about these missing documents Dr. AliNiaze stated that they had been misplaced, this was followed by a mad rush on the part of Shazia Ilyas to recreate and forge the missing documents. During this same visit the evaluators from ACISC asked to speak with an employee to gain their perspective, they were directed to speak with Molly (last name not know) an employee of only three days, who had spent most of the previous two days being coached as how to answer the evaluators questions) Additionally the evaluators why the librarian had been laid off to which they informed the evaluators that I had been fired, a description that is not what I was told when released. According to Claire Dr. AliNiaze insited that I be laid off instead of fired so that he would not be liable for a retaliation firing of a Title IV

whistleblower, which is the real reason behind whatever it is they wish to call my separation.

NWSC established a separate Title IV account and yet never used it, as all Title IV funds were deposited into the general fund, and refunds due to students were never issued. To my current knowledge they are attempting to retroactively fix this by shifting funds from Dr. AliNiaze's personal and business accounts to make the Title IV accounts seem correct.

There is a culture of fear at NWSC among the staff, faculty, and student body caused by the obvious harassment of all who ask questions of unethical actions by Mr. John Nichols, acting on the behalf of Dr. AliNiaze, the lack of shared information on accreditation and the lack of transferable credits for the students. The students have additionally had their transcripts held hostage by Dr. AliNiaze in order to force them into not making formal complaints.

Something must be done to limit or end the ability of NWSC to cause harm to vulnerable students, and to the already endangered reputation of ACICS



July 13, 2017

VIA E-MAIL ONLY

Mr. Crispian Van Aelst
8944 Lavergne
Skokie, IL 60077
vanaels2@illinois.edu

Dear Mr. Van Aelst:

This office has received your complaint against **Northwest Suburban College, Rolling Meadows, Illinois**. Given the allegations included in your complaint, we are requesting that you provide any available supporting documentation to support your claims. These documents will assist us in evaluating if an investigation can be pursued concerning your allegations.

Your attention in assisting us with this investigation is appreciated and materials should be submitted within 14 days (**July 27, 2017**) to be pursued. With the requested information received by the specified date, we will then proceed with an investigation of the allegations outlined in your complaint. Please email these documents to me at complaints_adverse@acics.org. If you have any questions, feel free to reach out to me.

Sincerely,

(b)(6)

Jan A. Chambers
Senior Coordinator, Complaints & Adverse Review



July 14, 2017

ID Code 00135778

VIA E-MAIL ONLY

admin@nwsc.edu

Ms. Shazia Ilyas
Associate Dean of Academic & Student Affairs
Northwest Suburban College
5999 S. New Wilke Rd., Building 500
Rolling Meadows, IL 60008

Dear Ms. Ilyas:

Enclosed is a copy of a complaint against Northwest Suburban College, Rolling Meadows, Illinois from Mr. Crispian Van Aelst. As explained in the Procedures for Resolving Complaints, located on the ACICS website at www.acics.org, the Council is required to review all matters such as this.

Within 14 calendar days of the date of this letter, you must provide a detailed response to **all allegations** outlined in the attached complaint submission. This response should include copies of appropriate materials to support your statements. Please respond via email at complaints_adverse@acics.org on or before **July 28, 2017**.

Your immediate attention to this matter will be appreciated. If you have any questions, please contact the Council office.

Sincerely,

(b)(6)

Jan A. Chambers
Senior Coordinator, Complaints & Adverse Review

Enclosure



June 8, 2017

Crispien Van Aelst
8944 Lavergne, Skokie, IL, US
(312) 330-7751 _____
Vanaels2@illinois.edu

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Something must be done to limit or end the ability of NWSC to cause harm to vulnerable students, and to the already endangered reputation of ACICS

July 28, 2017

Response to Complaint Sent by ACICS to Northwest Suburban College on July 14, 2017

ID Code 00135778

To whom it may concern,

My name is Dr. John Nichols III and I work at Northwest Suburban College (NWSC) as the Director of Liberal Arts. Shortly after graduation from the University of Illinois, Urbana-Champaign, I was hired to develop the School of Liberal Arts here at NWSC in Rolling Meadows. I was engaged in such activity until January, 2017, when one of our admissions staff left their position. I temporarily filled the gap in admissions for what amounted to a period of approximately six months. It was not long after I began my work in admissions, in January, that Mr. Crispian Van Aelst was hired as librarian at NWSC, and it soon became apparent that he was not well suited for the position.

I was recently informed of a complaint made by Mr. Aelst that involved my name on numerous occasions. The original complaint may be provided upon request. Since my reputation is at stake, I feel it is appropriate to respond to Mr. Aelst's malicious and deceitful accusations. It is unfortunate that Mr. Aelst has decided to occupy himself with these recent libelous claims in his ACICS complaint. As I understand it, he wishes to tarnish my reputation as Director of Admissions. I can assure you that there is very little truth to what he has written. I believe he has issued these complaints solely out of his anger and bitterness over losing his position as librarian at NWSC.

Allow me to provide some background before directly addressing Mr. Aelst's complaints. Upon meeting Mr. Aelst on his first week I noticed him smoking in the library. Immediately thinking this odd, I asked him what he was doing. Mr. Aelst responded that he was smoking with an electronic device. His eyes were glazed over and bloodshot. I found this shocking that on his first week he would openly smoke in the library where he worked, but I did not reprimand him as I was not his supervisor. I hoped his unfortunate behavior would subside naturally and that this was some one-time display of his independence. I did however, mention to my supervisors that he was smoking an electronic device in the building. Later, he continued this behavior, as he seemed to be inseparable from this device and to smoke from it regularly despite the "no smoking" sign on the entrance. Although I showed no strong opinion either way when Mr. Aelst would regularly mention smoking cannabis, cocaine, and other substances to me (I tried to accept it as him attempting to impress me in a juvenile show of rebellion to the status quo), I found it odd that he would go so far as to bring this behavior to work. It seemed Mr. Aelst had a preoccupation with mentioning drugs and other socially taboo topics at work, and he seemed to take pleasure in coming up with any excuse he could find to discuss them. I increasingly found Mr. Aelst's behavior troublesome.

So, to be clear, I think it is likely Mr. Aelst would come to work intoxicated and continue his drug use while on the job, as his eyes were regularly glazed over and blood shot, and his behavior was paranoid and confused. On one occasion, I remember him playing a student a song from his cell phone that detailed the male genitalia. Shortly after, Mr. Aelst brought out a document claiming something about a town that had the word "anus" in it. As students were present, I informed him it was inappropriate.

Apparently, Mr. Aelst had been using his time to look these inappropriate “jokes” up instead of cataloging and shelving books (his job).

Mr. Aelst regularly commented to me about how he thought most of the students really weren’t “believers” and it was only a matter of time before he converted them to become “non-believers.” Once again, I responded apathetically, slightly shocked that he would bother to go so far outside of his jurisdiction as librarian. Mr. Aelst regularly voiced his disgust with Islam and other religions to me. I found this strange considering we were working in an intercultural environment, with a significant Islamic population. I asked him if he was aware of where he was working. He seemed to believe he was going to convert current Muslim students to atheism. I suppose he assumed I agreed with him, although I never voiced anything to suggest as much. I would only listen to him and sometimes offer questions, once asking him how he was so sure they would not convert him. Nonetheless, it was clear that he was not prepared to work in this environment of intercultural exchange. He was often agitated, confused, and uncomfortable. Interestingly, he seemed to show an infatuation with white power, as I do not think there was a single conversation we had where he would not bring it up. He would routinely mention his thoughts on white supremacy to students as well, and prospective students at that. I would try to change the topic to avoid these awkward exchanges with our visitors. He continued to bring up distasteful topics however, until I realized it was best to keep the prospective students away from him, as he would often make them feel uncomfortable. He would also misinform current students about our school, and from what one student told me later on, he described the education offered at NWSC as “worthless” and “meaningless.” Perhaps to be expected, I have not seen this student on campus in recent times, and I believe this individual dropped out based on Mr. Aelst’s unfortunate comments.

Relatively early on, within the first two months after Mr. Aelst started his job, I inquired when the library would be ready for students and staff. He responded that the table in the library presented a serious obstacle. Ms. Ilyas also suggested at this time that the library be populated with more books and periodicals as many shelves were left empty and Mr. Aelst agreed. It was in February or March that I donated several hundred books to the library to begin the process of completely filling the shelves. I remember Mr. Aelst remarking to me that he could not guarantee that the books would be put on the shelves, and that he hoped it would not make me mad. I responded that I understood he was the librarian, and it was his choice to determine which books would be placed on the shelves.

As I recall it, a period of many weeks went by, when all of the books in the library were shelved horizontally, and on the top shelf only, in no way accessible to students. Not only was this unfortunate to anyone who wanted to check a book out (they couldn’t), the appearance to prospective students was not desirable. Mr. Aelst continued to regularly complain about his work load and continued to fail at fulfilling his most critical, essential duties. He could often be found throughout the building socializing with coworkers and students, while in the meantime making no demonstrable progress in the library.

In late February, I had been given the task of readying the northeast office space as an adjunct faculty office/secondary reception area. During this time, I remodeled the room to include a sofa, chairs, and tables that were originally located in an area of another building that was not in current use. I had full approval to do this, and was asked by my supervisors to handle building maintenance at that time. During the same period, Mr. Aelst continued to complain about the “obstacle” in the library, referring to the table. In an effort to assist, I offered to pay for moving the table, and to replace it with a smaller one. Mr. Aelst had shown me study chairs from a magazine that he desired for the library as well, and I

assured him I was willing to assist him with his vision for the space. Before doing anything, I asked him if it was alright to have movers come in and move the table. He unequivocally agreed.

In early April, 2017, the movers arrived and moved the table out of the library. I paid for this using money I earned from overtime hours. Another, smaller table was put in its place and the blue chairs, previously in the space, were moved out. Interestingly, Mr. Aelst elected to move these blue chairs outside, and showed no indication of storing them anywhere, leaving it to other staff to clean up after him. Shortly following this, he indicated his desire to move the sofa and chairs from the adjunct faculty space to the library. I plainly told him to leave the furniture in place, as the northeast space was functional, and we would purchase other furniture for him. Dr. AliNiasee also told him while I was there, in no uncertain terms, to leave the furniture in place in the northeast office space. At this time, I departed to France to represent our school at a professional workshop/residency for the arts.

Upon returning, I found the adjunct faculty space/secondary reception area in the northeast office had been rendered useless, as all furniture had been moved out into various spaces around the school. Most of the furniture had been moved into the library. I asked my supervisors what had happened and they told me Mr. Aelst moved the furniture without permission, and had promised to move it back before my return from overseas. It was at this juncture that the situation became fairly tense, and I indicated to Mr. Aelst that I felt his actions disrespectful. He remarked to me, asking whether I thought he should obey like a dog, or something to that effect, and I responded that it is expected for an employee to obey their supervisors. He suddenly, and unexpectedly jumped up and exclaimed that I called him a "dog." This, I can assure you, I never did. He ran out of the library at that time, complaining to coworkers and causing a disturbance. When he returned, I told him that I did not call him a dog, to which he became increasingly agitated, and began yelling at me, insisting I had called him a "dog three times" and that I had also called him a "disobedient dog." This was only the first of numerous inappropriate, and decidedly unprofessional, unhinged outbursts. These fabrications of Mr. Aelst's imagination were completely detached from the reality of our conversations. An artist dealing with sound, I frequently carry a hand-held recorder with me, and I happened to have it on me at this time. Having been subjected to Mr. Aelst's delusions I realized it may be wise to record this interaction, in case something like this would happen, where he would attempt to make his false accusations known. There was no reasonable expectation of privacy as the doors were wide open and for much of the interaction he was yelling at me while I was at a distance in the hallway. I made no attempt to hide the fact the fact I was recording the conversation. A recording of Mr. Aelst's outburst claiming that I called him a "dog" can be produced upon request.

Following this, the situation was very tense, and I later heard about an explosive confrontation he had with one of our instructors over their religious differences. This did not surprise me, as I was no stranger to Mr. Aelst's outrageous behavior by then. Mr. Aelst began creating disturbances in the work environment by writing numerous complaints, none of which, to my knowledge, were grounded in reality or have any factual bases. On another occasion, he claimed I had "violated our agreement" and that I was not allowed to check out books from the library. This complaint speaks for itself, as what he wrote in the complaint, and the recording of this second interaction (I recorded him again fearing he may have another outburst, and without any reasonable expectation of privacy) are entirely different. Again, this recording can be produced upon request.

So that gives a bit of background into what Mr. Aelst's personality was like at work. Now, as for his latest complaints to ACICS, as mentioned earlier, there is very little truth to be found in them, and they conform to his pattern of libel. Please allow me to respond to the statements he made directly concerning me.

Firstly, Mr. Aelst has accused me of encouraging prospective students to create falsified FAFSA applications. This is entirely false. The truth is that a few students asked my assistance with creating an FSA ID and starting the FAFSA application. If a financial assistant was there, I would refer the student to the appropriate staff. There were a few occasions when no other staff was there, and I guided the individual to the webpage to start the application at their own request. I advised some students to estimate their income at the time, to begin the application, and to go back into the application later to revise it when they obtained their tax information. This is totally normal for someone filling out a FAFSA application, as I did for over 10 years while in college at various levels. I also advised prospective students to use the income estimator within the application when they had questions. As for the second part of Mr. Aelst's claim, namely, that I would "berate them for not having a strong enough will" if they did not want to fill out the application, well this is entirely false. I never berated or criticized any prospective student. I practiced excellent customer service at all times with individuals in the building, and none of them ever showed any unwillingness to fill out the application. On the contrary, students would ask me for help filling out the application, out of their own initiative. I remained in the room while they filled it out to facilitate them in case they needed anything. Once the appropriate staff arrived, I would leave the room and go on to the next task.

As for Mr. Aelst's claim that I was conspiring with Dr. AliNiazeer so the school could "up the books," little can be said of this other than it is completely fictitious. This accusation is insulting and entirely false. No one ever did anything remotely close to what Mr. Aelst is describing here, and his claim is nothing but another thread in a long string of absurd and downright slanderous rhetoric.

Next, Mr. Aelst said I would "ramp up" my "sales pitch" telling students they would make a "minimum of \$35,000 right after graduation." This is inaccurate. I would inform our prospective students of the facts, many of which I learned from the Bureau of Labor Statistics. Prospective students would frequently ask what the salary of a dental assistant was, for example. According to the Bureau of Labor Statistics the median pay for a dental assistant in 2016 was \$36,940 per year (<https://www.bls.gov/ooh/healthcare/dental-assistants.htm>).

I was very careful to make sure my information was accurate, and I would cite my sources to our prospective students. So the truth is that I would inform prospective students of the average income in their area of study based on the U.S. Bureau of Labor Statistics. Mr. Aelst has grossly exaggerated my actions, as I never said what the "minimum" would be. I informed prospective students that salaries are flexible, depending on where they work and who they work for. It is true that I would encourage students to start now to get ahead. I never told prospective students that they "needed" to do anything however, another hyperbolic distortion of Mr. Aelst's.

Students have often personally thanked me for encouraging them to get in the program and I am grateful for the opportunity to have contributed to their livelihoods, and our economy in the process. I never lied or used language that violated regulations or ethics. On the contrary, I provided the positive motivation many people need to get moving and take action toward getting a college education and employment. It is not in the spirit of our school to take advantage of people or engage in unethical

behavior, and these claims Mr. Aelst is making are frankly disgusting. I never pressured anyone to the point of discomfort, and my interactions with prospective students were relaxed and constructive. Our school does a great job of assisting our students to get education and employment and we are trying our best to do good things.

Next, it is true that I would use the library to meet with prospective students at times, but it was not used more frequently than other spaces on campus. It was used relatively rarely for this purpose. I mainly used my office and the northeast office for recruiting. As for the library being the "best place on campus" this is not accurate either. The room was used with larger groups because of the larger size of the table (before the table was relocated).

Next, Mr. Aelst said I was removed from financial assistance, but the fact is I never was financial assistance. I merely helped students to create and log into their account when no one else was present to do so. Mr. Aelst stated he continued to witness me making "misleading statements about what the school could guarantee them" which is also false. I would be very clear with prospective students that nothing is guaranteed. I kept to the facts, and would mention that there are many opportunities and job outlook, in medical assistant, for example, is expected to increase by 23% over the next 10 years according to the U.S. Bureau of Labor Statistics. This is the kind of oratory I used with prospective students. I never used the term "guarantee" once, unless it was to explain that the school cannot guarantee anything.

Mr. Aelst mentioned he was pulled aside by Luke and told to "watch out." There may be some truth to this. I do not know what took place between them. I did not have anything against Luke and did not personally attack him in any way. I tried to work with him and did my best to improve our school.

Next, Mr. Aelst suggests the library was "empty of both sitting and study space." This is not true as the space was readily equipped with chairs and a table. An image of the space with the new table, after the old one was removed is available upon request. Mr. Aelst states that he took the furniture from "an unused room" which is also false. The northeast office was in regular use. It only fell into disuse after Mr. Aelst removed everything from it "without permission," as he admits.

The "conversation" Mr. Aelst describes between Dr. AliNiazee and myself, where he states he had been undergoing harassment because he was deemed disloyal is utterly false. No such conversation ever took place. Moreover, I never harassed Mr. Aelst, nor do I know of Dr. AliNiazee or anyone else harassing him. In fact, it was Mr. Aelst who would yell at me, and Mr. Aelst who spent much of his time filing unjustified, defamatory complaints at such frequency that it was upsetting others and regularly distracting employees from their work. I did hear talk about Mr. Aelst's threats to issue complaints about NWSC later on, however (he was very vocal about his desire to damage our school), but I was in Mexico at a professional art event when this development took place in May. I do not believe Mr. Aelst's termination resulted in any notions of disloyalty. From what I know, Mr. Aelst never fulfilled his critical duties as the librarian. He never cataloged all the books, never prepared any books to be checked out, and never completed organizing the shelves. I believe his position was terminated because he did not do his job.

The next accusation Mr. Aelst makes is perhaps the worst, and this is totally unacceptable. I in no way ever sexually harassed anyone and no complaint of this nature was ever made. I never made anyone do anything against their will, never made anyone loan me their car, and never made threats against

anyone's job. These statements are all entirely false. Mr. Aelst has again engaged in purely libelous statements. Mr. Aelst's accusations are delusional, and have no foundation in reality.

There was never any plan between myself and Dr. AliNiasee to drug test all the non-Muslim workers on campus. Again, this is another of Mr. Aelst's ridiculous and entirely fabricated claims. Mr. Aelst's claim that a student was forced into the medical assistant program "to silence her" is absurd. This student was avid about joining the medical assistant program. From what I have heard, Mr. Aelst used his influence as librarian to that suggest that students, such as the one mentioned here, were getting a worthless education, and he would discourage them from attending school. Mr. Aelst also claims that student documents were destroyed, and while I am not the only one who was dealing with student documents, I can assure you I never destroyed any student documents, other than copies that were unnecessary. Lastly, there is no "culture of fear" at NWSC, and I did not engage in any forms of harassment. Mr. Aelst's complaints at NWSC were preposterous. One time he was upset because I wore sunglasses on my way out of the building after work; another time he complained because I walked through the library and he thought he heard me sigh, to give two typical examples. Not only were Mr. Aelst's complaints totally unwarranted disturbances to the work environment, he would use these complaints as an excuse to avoid carrying out his important duties in the library. Mr. Aelst has painted a wholly unpleasant picture in his ACICS complaint. He fails to recognize the vibrancy of the community and the great things that NWSC is doing for many people. During my time at NWSC, I have experienced the delight of numerous students returning and thanking the school for assisting them in developing their career. Personally, I find few things to be as rewarding as the knowledge that our students have benefited from our service in a meaningful, palpable way.

I hope that Mr. Aelst is able to move on, and cease making these vicious, false, and hateful verbal assaults on this school. I am disappointed to see that Mr. Aelst has made his outrageous, offensive, and deceitful accusations against us here at Northwest Suburban College known to a wider audience. To the best of my knowledge, no one here ever wanted to do Mr. Aelst any harm. I believe his antagonistic, appalling, and dishonest accusations are fueled exclusively by his resentment. That all said, in the end, the fact remains that Mr. Aelst failed in his duties as librarian.

Very truly yours,

Dr. John S. Nichols, III



Committed to
excellence in education

July 24, 2017

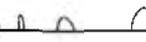
Jan A. Chambers
Senior Coordinator
Complaints & Adverse Review
750 First Street, NE, Suite 980
Washington, D.C. 20002
complaints_adverse@acics.org

Dear Ms. Chambers:

We acknowledge receipt of your correspondence dated July 14, 2017 and the attached complaint against Northwest Suburban College.

Northwest Suburban College is fully committed to transparency and prides itself on the integrity of its staff and administration.

As such, please see attached for our response, including supporting materials. Should you need further clarification or require additional documentation, please let us know. We look forward to an impartial review and resolution.

Sincerely, 

(b)(6)

Mr. Mohammed Faheem
Vice President, Chief Operating Officer

OVERVIEW

Mr. Crispien Van Aelst's initial complaint ("Complaint")¹ lacks sufficient specificity to support his allegations and fails to include pertinent facts and information to allow Northwest Suburban College (NWSC) to fully respond. However, NWSC responds in good faith to this Complaint fully and with any and all information available to NWSC, in an effort to pursue a final determination and resolution of this matter.

During his tenure at NWSC, Mr. Van Aelst engaged in various acts in blatant violation of the Manual including refusing to perform assigned work, follow instructions, violating the Anti-Discrimination/Harassment policy, engaging in acts of discourteous conduct against co-workers and management, using abusive language, and uttering false, disparaging, and malicious statements concerning NWSC to students, staff, and outside third parties.

Despite being advised numerous times, Mr. Van Aelst continued to flaunt his disregard of NWSC policies and took advantage of the kind, forgiving, and rehabilitative nature shown to him by NWSC administrative staff. Eventually, the Librarian position was eliminated and Mr. Van Aelst was laid off. Now, Mr. Van Aelst brings this Complaint as a disgruntled former employee, vengefully seeking to tarnish NWSC's unblemished reputation.

I. BACKGROUND

On January 10, 2017, Mr. Crispien Van Aelst was hired as a part-time Librarian at NWSC and provided copies of the Employee Manual ("Manual"), NWSC Catalog ("Catalog"), Security & Fire Safety Report ("Safety Report") and Emergency Response Guide ("Emergency Guide").² On June 1, 2017, the position of Librarian was eliminated and Mr. Van Aelst was informed that his services would no longer be required. On June 8, 2017, Mr. Van Aelst filed the instant Complaint with ACICS, citing numerous alleged "violations" that occurred during his tenure with NWSC. For simplicity, each will be addressed independently.

II. COMPLAINT

a. Falsified FAFSA Documents

The Complaint begins with a series of false allegations. First, Mr. Van Aelst claims he observed Dr. Nichols discuss the completion of FAFSA applications with prospective students, during which time he witnessed Dr. Nichols encourage students to complete these applications with "falsified" information, and instruct them to "just make it up" when students did not have any tax or income statements available.³

Within a few days of his hiring, Mr. Van Aelst became involved in an altercation with another staff member, Dr. John Nichols. From the beginning of his employment, Mr. Van Aelst failed to observe the duties ascribed to his role and instead chose to needlessly get involved in matters outside the scope of his position. This included constantly engaging in a pattern of eavesdropping on conversations between staff, students, and administration.

¹ See "Official Complaint Letter", filed with ACICS by Crispien Van Aelst on June 8, 2017.

² See Exhibit 1-5.

³ See Complaint, p.1.

This allegation stems from a basic misunderstanding and a blatant disregard for job-specific responsibilities. As the part-time campus librarian, Mr. Van Aelst was tasked with organizing the library, ensuring NWSC was responsive to any external or internal library requests, and encouraging the use of the library as a welcoming environment for students. As the part-time campus librarian, Mr. Van Aelst was not required to understand the FAFSA process or the steps required for prospective students to complete this process.

FAFSA is an application that allows a student to become qualified for various federal loans and grants, based on an individual student's finances. Furthermore, it is a widely recognized practice to encourage students to complete the FAFSA application earlier, so as to take full advantage of any federal funds that may be available. As Admissions Director, Dr. Nichols would meet with prospective students and encourage them to take advantage of the FAFSA application, and his only interaction with student aid included helping direct students to computers on campus to complete the form. On the few occasions that Dr. Nichols was asked about income information, Dr. Nichols would advise prospective students to estimate this amount using previous tax year information and to correct the amounts later on the corrections page of the FAFSA website (as recommended per "Completing FAFSA" guidelines).⁴

Dr. Nichols never instructed prospective students to "create FAFSA applications with falsified information," "just make it up," or "berate[d] them for not having a strong enough will to complete their education." (*See Complaint*, p.1) There have been no complaints lodged against Dr. Nichols by any student, prospective or otherwise, that would add support to Mr. Van Aelst' claims.

b. Title IV Conspiracy to Misappropriate Funds

Next, Mr. Van Aelst claims to have overheard Dr. Nichols "conspire" with Dr. AliNiazee to "up the number of students who would be likely to drop from the programs" so that the NWSC could "pad the books with Title IV funds". (*See Complaint*, p.1) Mr. Van Aelst offers no proof for his claims. Additionally, Dr. Nichols and Dr. AliNiazee would have little reason or ability to engage in the alleged conduct as federal aid processing is done by a third-party processor and all funds are submitted from the Department of Education directly into a designated "Federal" bank account that only authorized individual can access. Dr. Nichols was never involved in the Financial Aid Department; his role was limited to Admissions. Thus, Dr. Nichols was never involved with any financial aid decision-making nor had the ability to access any information about student financial aid or Title IV funds. As such, NWSC categorically denies these allegations in full.

c. Recruiting Room

Mr. Van Aelst claims that his ability to overhear these conversations stems from the fact that Mr. Nichols would often use the library as his "recruiting room." (*See Complaint*, p.2) Again, this is false. As Director of Admissions, Dr. Nichols maintained his own office on campus. Any interaction between Dr. Nichols and a prospective student that may have occurred in the library was limited to Dr. Nichols directing prospective students to the library to use the computers stationed therein. At no time did Dr. Nichols use the library as his "recruiting room."

⁴ Completing the FAFSA 2017-18, Question 32 (<https://studentaid.ed.gov/sa/sites/default/files/2017-18-completing-fafsa.pdf>).

d. Complaints Made to Dean Ilyas

Mr. Van Aelst's claim that he "made numerous complaints" to Dean Shazia Ilyas is correct.⁵ However, the allegations that NWSC "had no formal complaint system established" and that he was informed that "none was needed because this is a loyal family" are absurd and blatant misrepresentations.

During his employment at NWSC, Mr. Van Aelst made numerous informal complaints in-person to Dean Ilyas, and also made filed formal complaints using the NWSC Internal Complaint Procedure and Incident Reports.⁶ Accordingly, corrective action was taken immediately upon receiving both informal and formal complaints.⁷ This corrective action would range from simple conversations to deescalate the situation, to formal agreements between Dr. Nichols and Mr. Van Aelst, agreed upon after meeting with Dean Ilyas and Dr. AliNiazee.⁸

Additionally, it is important to note that the alleged Title IV violations that Mr. Van Aelst repeatedly raises in his Complaint went admittedly unreported by his own account.⁹ While Mr. Van Aelst had no problem expressing his displeasure with Dr. Nichols, it is curious that none of his informal or formal complaints make any mention of Title IV violations. This is likely due to the fact that the alleged violations are grounded in fiction, not fact. Similarly, there is no truth to the allegation that Dr. Nichols was removed from financial assistance, as he was never involved in financial assistance to begin with.

e. Luke Margoliolis [Mangognia]¹⁰ Complaints

To date, there are no formal or informal complaints filed by Luke Margoliolis [Mangognia] or any other student, faculty or administration member of NWSC that echo the notion that Dr. Nichols "served as a kind of enforcer" for Dr. AliNiazee, nor that Dr. Nichols "crudely berat[ed] Luke," or that Dr. Nichols continued "personal attacks" on Mr. Margoliolis[Mangognia] for weeks. Mr. Margoliolis [Mangognia] chose to resign from his position on February 1, 2017, and claimed to Dean Ilyas that he was offered alternative employment. As such, NWSC categorically denies any and all allegations made as to Mr. Mangognia.

f. February/March 2017 Library Statistics Request

At no time was Mr. Van Aelst asked by NWSC staff to create "false documents showing that the library had a far larger number of books and digital resources than it had."¹¹ Instead, in or around March of 2017, Mr. Van Aelst was tasked with updating the annual Integrated Postsecondary Education Data System (IPEDS) report with regard to the NWSC library collection.

Unfortunately, Mr. Van Aelst failed to complete this task in a timely or correct manner. Instead, Mr. Van Aelst categorically misunderstood some of the reporting standards. For example, Mr. Van Aelst believed open source materials qualified as NWSC's personal digital collection. As

⁵ See Complaint, p.2.

⁶ See Formal Complaints and Responses, Exhibit 6.

⁷ Id.

⁸ Id.

⁹ See Complaint, p.2.

¹⁰ Corrected for spelling.

¹¹ See Complaint, p2.

such, Mr. Van Aelst initially submitted the revised IPEDS report reflecting the inclusion of open source materials.¹² However, Dean Ilyas was required to explain to Mr. Van Aelst that open source materials do not qualify as the College's personal digital collection, since they are by their very nature "open source." Subsequently, Mr. Van Aelst's incorrect report was accordingly corrected and resubmitted by Dean Ilyas.¹³ As such, NWSC was required to report *less* than the amount originally submitted by Mr. Van Aelst.

Furthermore, any allegations as to the lack of a library prior to Mr. Van Aelst's employment is also false. A library has existed on campus prior to Mr. Van Aelst's arrival, as evidenced by ACICS' initial campus visit in 2014. However, NWSC admits that it often encourages students to explore and visit local libraries, as they contained a vast wealth of resources in addition to those found on campus.

g. May 2017 Insubordination Incident

Mr. Van Aelst's self-imposed campaign of isolation, insubordination, and injury is best explained by an incident in May 2017, when Mr. Van Aelst engaged in insubordination in direct contradiction to directives provided by his supervisors and NWSC administration. On his own accord (and per his own admission), Mr. Van Aelst chose to move furniture around campus without permission.¹⁴ This movement created potential liability and safety hazards for NWSC staff, students, and administration. Furthermore, this movement of furniture was an act of direct insubordination. Prior to the furniture movement, Mr. Van Aelst had informed Dean Ilyas of the movement of furniture, and had agreed to return it within a few days but failed to do so.¹⁵ As a result, Dr. Nichols, Dean Ilyas and others were forced to remove the furniture and return it to its proper place on campus.¹⁶ Dr. Nichols (as Facilities Supervisor) followed the event by sending correspondence to Mr. Van Aelst advising him to stop moving furniture, and to request if any furniture needed to be moved.¹⁷

While it is true that Mr. Van Aelst made numerous informal and formal complaints to Dean Ilyas, he was not "told to ignore it" or told "there was no official way to complain."¹⁸ Instead, as discussed above, Mr. Van Aelst was provided a fair opportunity to explain his concerns to Dean Ilyas, which he took advantage of on numerous occasions. These interactions would often require no more than a conversation, after which Mr. Van Aelst would leave calm and comforted. Again, as discussed above (and as admitted by Mr. Van Aelst) no Title IV complaint was filed, nor were any issues even remotely involving Title IV violations raised or addressed by Mr. Van Aelst. Instead, Incident Reports were filed on May 18, 2017 and May 30, 2017 by Mr. Van Aelst.¹⁹ In response to both complaints, Dean Ilyas conducted an investigation and spoke to all parties before coming to a resolution and dismissing the respective matters.²⁰

¹²See IPEDS Report (Submitted by CVA), Exhibit 7a.

¹³See IPEDS Report (Submitted by SA), Exhibit 7b.

¹⁴ See Complaint, p.2.

¹⁵See Formal Complaints and Responses, Exhibit 6.

¹⁶*Id.*

¹⁷*Id.*

¹⁸ See Complaint, p.2.

¹⁹See Formal Complaints and Responses, Exhibit 6.

²⁰*Id.*

h. Additional Harassment Complaints

Similarly, the “four separate harassment complaints” Mr. Van Aelst now cites in support of his position sharply contradict his repeated claim that “there was no official way to complain,” “there was no formal complaint system established,” or that NWSC “has no policy or ability” to make complaints.²¹ Furthermore, there is no truth to the matter that “[o]n June 18th forms were finally made.”²² Instead, the “forms” alluded to are the same forms previously filled out by Mr. Van Aelst and other employees at NWSC as required.

While Mr. Van Aelst repeatedly cites to phantom conversations between Dr. AliNiaze and Dr. Nichols, without providing any specific details as to date, time, or content of the conversation, the simple method of filtering these complaints would have been to exercise his ability to file a formal complaint with NWSC as to the alleged conduct; something Mr. Van Aelst was all too familiar with.

Finally, Mr. Van Aelst claims that he “witness[ed] Mr.[Dr.] Nichols harass numerous employees” and “sexually harass the front desk receptionist and intimidate her into doing things that were against her will.”²³ These allegations are alarming, disgusting, and ultimately untrue. In the variety of informal and formal complaints lodged by Mr. Van Aelst during his employment with NWSC, at no time did he mention the above incidents. Similarly, Dean Ilyas never advised Mr. Van Aelst to “stop rocking the boat and act like family.”²⁴ In fact, the front desk receptionist cited in Mr. Van Aelst’s Complaint is a current student at NWSC and has not filed a single complaint against Dr. Nichols or any other member of NWSC administration.

The only complaint Mr. Van Aelst did file referencing the a front desk receptionist briefly mentions Mr. Van Aelst’ conduct in introducing himself to the receptionist and speaking with her briefly before being approached by Dr. Nichols.²⁵ Administration’s investigations of the complaint, including an immediate interview with the receptionist, was contradictory to Mr. Van Aelst’s claims.

Outside of Mr. Van Aelst’s informal and formal complaints, NWSC has no reported incidents of harassment by any current or former student, staff, or administration. NWSC takes harassment of any sort seriously and recognizes the dangers posed by even the slightest hint of intimidation in a school or workplace setting. To that end, NWSC prides itself in the aggressive measures it takes to seek out and prevent harassment, including its policy that effectively addresses the matter.²⁶

Lastly, Mr. Van Aelst makes alarming allegations of religious discrimination and drug testing at NWSC. Again, these allegations are completely false and fail to contain a scintilla of truth. At no time was there any selective drug testing implemented at NWSC. To do so would be outrageous, unconscionable, and unconstitutional.

With regard to the allegation about a student named Erica, it is ridiculous to assume that a student can be “forced” into a program. Ms. Erica chose to enter the program by her own free will.

²¹ See Complaint, p.1-3.

²² *Id.* at p.2.

²³ See Complaint, p.3.

²⁴ *Id.*

²⁵ See Formal Complaints and Responses, Exhibit 6.

²⁶ See Manual, Exhibit 2, p.9.

Finally, she is required to pay tuition like any other student at NWSC. Additionally, all applicable students were timely informed of NWSC's cessation of the Bachelors program and the effect it would have on their degree program.²⁷

CONCLUSION

Per ACICS's complaint procedures, ACICS is required to consider the amount of information made available in the initial complaint. As stated supra, Mr. Van Aelst' initial Complaint lacks any evidence to support his allegations. NWSC has responded in good faith to this Complaint fully and with any and all information available to NWSC, in an effort to pursue a final determination and resolution of this matter.

Mr. Van Aelst failed to follow the policies set forth in the NWSC Manual, failed to perform his duties as a part-time librarian, and failed to use NWSC's internal grievance procedures to resolve his disputes. Far from demonstrating genuine effort, Mr. Van Aelst failed to demonstrate even the most minimal effort to comply with the results of the grievances he lodged with NWSC and the dispute resolution directives offered. Furthermore, to date Mr. Van Aelst contends that a grievance policy did not even exist, failing to acknowledge his own disputes that were compiled and addressed accordingly. At all times, NWSC has had a formal grievance procedure, set forth in the institution's catalog and/or student handbook. Despite having all of these resources, repeated counseling, and continued oversight, Mr. Van Aelst failed to demonstrate a genuine effort to resolve the problem through the institution's established grievance procedure. Instead, Mr. Van Aelst repeatedly expressed his opinions about NWSC staff and administration to students and faculty, including announcing that he would file complaints with every agency he could, and even indicating to the NWSC Accountant that "[t]his lawsuit is gonna be fun" in response to his mistaken discrepancy as to his final pay period.²⁸

NWSC has a proud and unblemished history, with no prior history of complaints or grievances lodged by students, teachers, staff, vendors, partners, or otherwise. However, NWSC recognizes that an organism that ceases to evolve ceases to survive. In that vein, NWSC has made continued efforts toward further improvement by hiring additional compliance staff, reorganizing its administrative structure for the efficient resolution of grievances, and retaining consultants to advise in various accreditation processes to facilitate efficient and accurate records for compliance.

We anticipate your impartial review and look forward to your response.

Sincerely,

(b)(6)

Mohammed Faheem
Vice President, Chief Operating Officer

²⁷See E-Mail to Student Body, Exhibit 9a and 9b.

²⁸See Text Message Exchange, Exhibit 8.

From:	Shazia Ilyas <silyas@nwsc.edu>
To:	Crispien Van Aelst <crispienjames@gmail.com>, library@nwsc.edu
Date:	Mon, Jan 9, 2017, 10:01 AM
Subject:	Faculty & Staff Paperwork
Attachments:	image.png, NWSC Employee Manual August 2013.pdf, NWSC Catalog_2016-2018_v2.1.pdf, Security & Fire Safety Report 2016.pdf, NWSC Emergency Response Guide.pdf, NWSC Organizational Chart_2016_v.2.pdf

Hello Crispian,

Welcome to Northwest Suburban College (NWSC)! We're excited to have you join the NWSC team! This email will provide pertinent information regarding your position here at the College.

Your official start date as part-time Librarian is Tuesday, January 10, 2017. Your hours are Tuesday & Thursdays from 10:00 am - 4:30 pm (w/ 30 minute meal break) and Wednesdays from 10:30 pm - 7:00 pm (w/ 30 minute meal break). Please use the timecard system in Building 500 to punch in/out each day you're onsite as this will be used for payments. The machine & cards are located in Building 500's North Computer Lab (next to the NWSC Lounge). If you need assistance with campus access, please contact the NWSC Campus Monitor: Mr. Rafath Ali, 847.651.7896 (cell).

You'll be working closely with me, Associate Dean of Academic & Student Affairs; Dr. Akbar, Provost & Dean of Academic & Student Affairs; and Dr. AliNiazee, President.

You will be situated in the Bldg 500 Library, which will give you our network access. Please be sure to log off your computer whenever you step away from your desk. The building doors will be opened prior to your arrival each day.

Additionally, below is a list of required documents I need from you. Please review/complete and, if applicable, return the following documents as soon as possible:

- Official transcripts for both your MA in History from Northeastern Illinois University & MSLIS from UIUC.
- Read the enclosed Employee Manual. I'll have an Acknowledgement of Receipt for you to sign and return.
- Read and fully understand the NWSC Catalog 2016-2018. This is a useful resource for the institution, so refer to it for any questions. I'll have an Acknowledgement of Receipt for you to sign and return.
- Read the enclosed NWSC Security & Fire Safety Report. I'll have an Acknowledgement of Receipt for you to sign and return.
- Read the enclosed Emergency Response Guide. I'll have an Acknowledgement of Receipt for you to sign and return.
- You've already provided your data sheet, but please be sure to save a copy for your records as I'll ask for periodic updates.

I've also attached an organizational chart for your reference. I'll provide the NWSC Employee Application, Job Descriptions, Acknowledgements, and other required paperwork to complete before the end of the week.



Again, welcome to NWSC! If you have any questions, please contact me.

Sincerely,

Ms. Shazia Ilyas

Associate Dean of Academic & Student Affairs

Northwest Suburban College

5999 S. New Wilke Road, Bldg 500

Rolling Meadows, IL 60008

www.nwsc.edu

847.290.6425, ex. 110



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**NORTHWEST SUBURBAN
COLLEGE**

EMPLOYEE MANUAL

August 2013

SERVICE | EXCELLENCE | COMPASSION

EXHIBIT

2

NORTHWEST SUBURBAN COLLEGE
August 2013

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About This Manual

Northwest Suburban College (the "College") is pleased to provide you with this Employee Manual (the "Manual"). The purpose of this handbook is to provide staff and faculty with information about employment policies and resources. Although the material contained herein may be of interest to faculty, students, and retirees, the primary audiences for this handbook are academic and non-academic employees.

This Manual is intended to provide you with general guidance about our current rules and operating procedures and the benefits we currently offer to eligible employees. We hope it will serve as a useful resource for you during your employment with us.

No employee manual can answer every question or anticipate every situation. For that reason, the College may reinterpret, change, supplement, or rescind any part of this Manual or any of its other policies from time to time as it deems appropriate with or without prior notice. This Manual supersedes any earlier policy statements that you may have seen or heard concerning the matters described in this Manual. Nothing in this Manual, or in any of the College's policies, practices, or representations to or about its employees, is an express or implied contract.

It is important for you to understand that you are employed "at will," which means that either you or the College may end your employment at any time for any reason, with or without notice and with or without cause. No one except Management can change this employment-at-will relationship or make any binding promises regarding the terms or conditions of employment for any salaried employee, and any such change or promise must be in writing and signed by both Management and the relevant employee to be effective.

We encourage all employees to talk openly with management about any ideas they may have to improve College operations, any problems that may prevent the operations from running in an efficient and professional manner, or any questions they may have about their work.

Welcome to Northwest Suburban College

Welcome to the Northwest Community. The success, prestige and longevity of our institution would not be possible without the dedication and hard work of our employees. The staff at the College is committed to ensuring that your transition to Northwest Suburban's campus, culture and work environment is smooth and rewarding.

For those of you who are already a part of Northwest Suburban College, we hope you will find this updated handbook a useful resource and guide for referencing resources, rules and policies.

Employee Responsibilities

Professional Conduct

The College believes in maintaining a professional atmosphere in which every employee is treated with respect and dignity. To that end, the College expects all employees to use common sense and good judgment, to perform their jobs in a conscientious manner, to comply with all of the College's policies, and to conduct themselves professionally in a way that will foster good relationships with their co-workers and persons with whom we do business. Employees should not engage in unprofessional behavior in the workplace or at College functions, including but not limited to foul, crude, threatening, or abusive language or conduct. Furthermore, employees are expected to dress professionally in a neat, clean and appropriate manner for the work being performed.

Confidentiality

Employment with the College may expose employees to confidential information. Such information includes but is not limited to the College's customer list and other customer information, including without limitation pricing, credit, contact information and purchase history; budgets, financial information and pricing methods and information; proprietary programs, processes and software, including computer programs in source or object code and all related documentation and training materials; and trade secrets, patents, inventions, research, works of authorship, creations, improvements or ideas developed or otherwise produced, acquired or used by the College.

The disclosure of confidential information to unauthorized persons outside the College is prohibited and may violate the law. Confidential information should only be discussed within the College on a "need-to-know" basis. Employees who leave the College still have an obligation to protect the College's confidential information.

Employees may not make, or permit or cause to be made, copies of any confidential information, or use the confidential information, except as necessary to carry out Employee's duties as prescribed by the College or its students. Without prior permission from the Management, employees may not remove any confidential information from the College's premises. All student documents are considered confidential information in addition to college documents. Additionally, employees must follow all established

procedures, including shredding documents, for the safe destruction of confidential information.

Immediately upon termination of employment, an employee must deliver to Management all materials and things relating to the employee's employment by the College, including all originals and copies of written or printed documents, all tapes, disks, flash drives and other electronic media, and all other tangible property in the employee's possession which contain any confidential information or which belongs to the College.

Conflicts of Interest

All employees must be able to carry out their duties and responsibilities on behalf of the College without impairment or the appearance of impairment by virtue of some other activity, interest, or relationship. In particular, employees must avoid relationships with other employees that could conflict with effectively carrying out their College duties and responsibilities, might affect their independence or judgment, or could give rise to a conflict of interest or the appearance of one.

This also holds true of non-College relationships. Employees should avoid entering into any associations with any other person or business enterprise which could or might give the appearance of conflict with their College duties or responsibilities, or which might tend to affect their independence or judgment with respect to transactions between the College and any other person or business enterprise.

Any actual or potential conflict-of-interest situation should be reported by the employee to the Management for resolution.

Non-Disparagement

The success of our business depends upon the strength of our good reputation. To that end, employees should refrain from publishing, or distributing false, disparaging or malicious statements concerning the College, or any of its students or employees. Employees who publish or distribute such statements may be subject to discipline.

Violation of College Policies

The orderly and efficient operation of the College requires that employees maintain standards of proper conduct and adhere to College policies and practices. To that end, the College has established rules that must be followed. Most rules involve common sense and accepted standards of good conduct. The College considers commission of any of the following or similar acts serious and grounds for discipline, up to and including termination. While this list provides examples of conduct that will result in discipline, it is not all-inclusive. Management retains the sole discretion to determine appropriate discipline, up to and including termination, at all times.

- ❖ Supplying false or misleading information when applying for employment, or at any time during your employment
- ❖ Altering or falsifying College documents or student records
- ❖ Misusing confidential information of the College
- ❖ Theft or misappropriation of College property, such as software, equipment, or documents
- ❖ Possessing, using or being under the influence of drugs and/or alcohol at any time while conducting College business or at work.
- ❖ Refusing or failing to perform assigned work, to follow instructions, or committing any other act of insubordination
- ❖ Violating the Anti-Discrimination/Harassment Policy
- ❖ Violating the College Systems policy
- ❖ Engaging in any act of discourteous conduct, using abusive language, rudeness, or similar acts
- ❖ Gross negligence or carelessness, or disrupting College operations
- ❖ Soliciting or receiving gratuities related to employment
- ❖ Misusing any College benefits
- ❖ Excessive tardiness and/or absenteeism
- ❖ Uttering, publishing, or distributing false, disparaging or malicious statements concerning the College, its students, or its employees

Attendance

The College depends on employees to come to work each day, to arrive on time, and not to leave work earlier than scheduled. Regular and timely attendance is an expected and essential part of every position at the College. Unless they have prior authorization from the Management, or an approved absence such as a pre-arranged vacation day or leave of absence, employees are expected to be at work during regular business hours every working day. Excessive absenteeism, tardiness, or leaving work early, or a suspicious pattern of such conduct (e.g., repeated absences on a particular day of the week, sick days repeatedly coupled with a regular day off), may result in disciplinary action.

Information Provided to the College by the Employee

The College relies upon the accuracy of the personal information you presented during the hiring process and throughout your employment. You are responsible for updating all

personal data if changes occur, including information about your personal mailing address, email address, telephone numbers, number and names of dependents, who should be contacted in case of an emergency, educational accomplishments, and other similar items. Please contact Management if you need to make any changes.

The College may check the employment references of any applicant. Any misrepresentations, falsifications, or material omissions of information made during the application process may disqualify the applicant as a candidate for employment. Likewise, falsification or misrepresentation of personal information at any time during employment may result in discipline.

Reporting Accidents and Other Unusual Occurrences

Any employee involved in an accident at work, witnessing an accident at work, or witnessing any unusual occurrence, must promptly notify the President. Unusual occurrences may include, but are not limited to, violations of the equal employment or anti-harassment policies, accidents or injuries, violation of any other workplace policy and any crime that takes place on College property.

References

All requests for information about current or former employees, including any requests for references, should be directed to the Dean or the President. You should not give any information to any third party regarding a co-worker, whether that information is favorable or unfavorable. Please do not ask any other employee to provide you with a reference, as this is against College policy and puts the employee in an awkward position. As a general rule, the College will respond to any request for information on a former employee by confirming only his or her dates of employment, position(s) held, and final salary.

Separation of Employment

If you choose to terminate your employment with the College, we request that you provide the College with at least two weeks' notice prior to the time of your intended departure.

If you leave your employment with the College for any reason, you must return all equipment, keys, college supplies, proprietary information (and copies thereof), and any other items issued at the time of hire or at any time during your employment with the College.

Business Operations

Normal Work Hours

The office keeps regular business hours of 8:30 AM to 5:30 PM, Monday through Friday. The standard full-time schedule for non-exempt employees is eight hours per business day. Employees are allowed to take an hour for lunch and are expected to return and resume their work promptly.

Payroll

Employees will be paid on the 1st and 15th day of each month.

College Systems

The College has made e-mail, voice mail, and computer systems and resources (collectively "College Systems") available to employees to facilitate business communications and assist employees in performing their jobs more effectively. Those College Systems are intended for business use.

Employees should not expect that anything they create, store, send, forward, or receive on the College Systems, whether or not it relates to the College's business, will be private. Without prior notice or consent, the College may monitor, retrieve, review, disclose, or publish anything created, stored, sent, forwarded, retrieved, or received on any such system, including any internet or websites that an employee visits using a computer provided by the College. The College owns any software or databases developed by its employees or with the use of College Systems or facilities.

Every employee is responsible for maintaining the security of the College Systems against accidental or intentional destruction, modification, sabotage or disclosure. To that end, employees should not copy, loan, or transfer College software or database information to anyone, or allow anyone to access their computers other than for legitimate business-related purposes.

Anti-Discrimination/Harassment Policy

The College is committed to maintaining a workplace free from prohibited employment conduct, including discrimination or harassment on the basis of any characteristic protected by law; retaliation for engaging in protected activity; and failure to provide reasonable accommodations for disability or religion. The College provides an Internal Complaint Procedure (explained below) through which employees (including former employees) should bring reports if they feel that the College has not fulfilled this commitment. The College will not tolerate retaliation against any employee who makes a good faith report under this policy.

Employment Discrimination

The College is committed to maintaining a workplace free of discrimination on the basis of race, color, national origin, sex, age, religion, disability, or other characteristic protected by law ("Protected Characteristics"), and will take appropriate measures to prevent and/or stop it. Employment discrimination occurs when an employee is materially adversely affected with respect to any term or condition of employment (including hiring, compensation, advancement, discipline, or termination) because of a Protected Characteristic. Any employee who is aware of conduct that may violate this policy should promptly report the conduct using the Internal Complaint Procedure.

Sexual and Discriminatory Harassment

The College will not tolerate harassment based on any Protected Characteristic, and will take appropriate measures to prevent and/or stop any such harassment. Any individual who is aware of any conduct that may violate this policy should promptly report the conduct using the Internal Complaint Procedure.

Harassment is broadly defined as any conduct, whether verbal or physical, that denigrates, insults, or offends a person or group on the basis of a Protected Characteristic where: (1) submission to such conduct is made an explicit or implicit term or condition of employment; (2) submission to or rejection of such conduct is used as a basis for any employment decision; or (3) such conduct has the purpose or effect of interfering with an employee's work performance or creating an intimidating, offensive or hostile working environment.

I. Sexual Harassment. Sexual harassment in violation of this policy includes, but is not limited to:

- Sexually suggestive or vulgar comments or jokes; inappropriate comments about another person's sexual behavior or body; or insulting or ridiculing an employee because of his or her gender.
- Improper or intrusive questions or comments about an employee's romantic or sexual experiences or preferences; or unwelcome or offensive sexual flirtations, propositions, advances, or requests.

- Using, displaying or communicating sexually suggestive or offensive words, objects, pictures, calendars, cartoons, articles, letters, e-mail messages, computer programs or Internet sites.
- Making or threatening undesired physical contact (such as touching, embracing, or pinching) or impeding another's movements in a deliberate manner.
- Offering or providing employment benefits in return for sexual favors or an employee's agreement to provide sexual favors; or taking or threatening to take adverse action against an employee because the employee rejects requests for sexual favors.

2. Discriminatory Harassment. Discriminatory harassment in violation of this policy includes, but is not limited to:

- Comments or jokes that denigrate, insult, offend, or ridicule based on a Protected Characteristic.
- Creating a hostile work environment or otherwise singling out an individual for abusive conduct based on that individual's Protected Characteristic.
- Using, displaying or communicating words, objects, pictures, calendars, cartoons, articles, letters, e-mail messages, computer programs or internet sites that denigrate, insult, offend or ridicule based on a Protected Characteristic.

Retaliation

The College will not tolerate retaliation against any employee who seeks to enforce his or her right to work in an environment free of unlawful discrimination or harassment or who makes a good faith report under the Internal Complaint Procedure. Any employee who is aware of any conduct that may violate this policy should promptly report the conduct using the Internal Complaint Procedure.

Retaliation includes the following prohibited acts:

- Taking or threatening to take adverse action against an employee because he or she has made a good faith report or complaint about discrimination, sexual harassment, discriminatory harassment or retaliation; because he or she has participated or assisted in an investigation of an alleged violation of this policy; or because he or she has otherwise sought to enforce his or her rights under any employment law.
- Threatening to take adverse action against an employee unless he or she agrees not to make a report about discrimination, sexual harassment, discriminatory harassment, or retaliation, participate in an investigation of an alleged violation of this policy, or conceal the truth in such an investigation.

Reasonable Accommodation

The College is committed to providing reasonable accommodation to enable qualified employees with disabilities to perform the essential functions of their jobs. Depending on the circumstances, reasonable accommodation may include modifying the work environment, making facilities accessible, restructuring a job, adjusting work schedules, granting leave, or other measures.

The College is also committed to providing reasonable accommodation of an employee's sincere religious observances and beliefs that conflict with normal job requirements.

Any employee who believes he or she needs accommodation based on disability or religion is responsible for bringing the matter to the attention of the President. In the case of disability, the employee may be required to provide medical documentation establishing the existence of a disability, any job-related restrictions, and the estimated length of time for which accommodation is needed. The College will keep all medical information confidential to the greatest extent practicable.

Any employee who believes he or she has been denied reasonable accommodation should promptly notify management pursuant to the Internal Complaint Procedure.

Internal Complaint Procedure

Any employee, who believes that a violation of this policy has occurred, whether by a manager, co-worker, customer, vendor, or other person, should immediately inform the President.

All reports will be investigated or otherwise reviewed. All facts concerning any report (including the identities of the complaining party, the person alleged to have violated this policy, and other witnesses) will be kept confidential from anyone who does not have a legitimate reason to know about them, subject to management's need to investigate and take appropriate remedial measures.

If the College concludes that this policy has been violated, it will take prompt corrective action reasonably designed to end the violation and to prevent any further violations from occurring. Such corrective action may include disciplinary action against anyone found to have violated this policy, up to and including immediate termination of employment.

After the College has completed its investigation or review and determined whether this policy has been violated, it will advise the complaining party of the results of the investigation or review and the corrective action, if any that is being taken as a result.

If you have any questions about this policy, please contact the President.

Holidays and Vacations

Holidays

The College will observe eight regular holidays per year: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Employees have the option of deciding which two additional holiday (s)he will observe for the six and seventh holidays. Employees may take time off to observe a religious holiday if it is that employee's belief or practice. Any such days can be elected to be considered time off without pay or a paid personal day (see below).

Personal Days (vacations, sick days or otherwise)

Full-time employees (minimum 0.75 FTE) will receive four hours of paid personal time off for every month of service during the first year. After one year of full-time employment, employees will receive five hours of paid time off for every month of service. After three years of employment, personal time off will increase to six hours for every month of full-time service. After five years of full-time service, personal time will increase to eight hours per month of service. Personal days cannot be accrued and carried over from one year to the next, unless prior written permission of the President is sought. Such permission is only valid for the following year.

Personal days can be taken in half- day increments, whereby an employee can take the morning or afternoon off. Requests for cumulative personal days in excess of three days must be made to the President at least two weeks in advance. This policy does not apply to temporary or part-time employees.

In addition, employees will receive three days of sick leave per year after completion of full-time service for one year. Sick leave can be carried over for three years.

All records for vacation and sick leave will be maintained by the employee and must be submitted to the HR and Accounts Department at the end of each month.

Acknowledgement of Receipt

I acknowledge receiving a copy of the August 2013 edition of Northwest Suburban College's Employee Manual on the date that I have written below. I confirm that I have read the manual and will follow its policies and procedures.

I understand and acknowledge that **I am employed at will**, meaning that I may resign from employment for any reason at any time, with or without cause or notice, and that the College may terminate my employment for any reason at any time, with or without cause or notice. I understand that this description of my employment relationship with the College (employment at will) supersedes any earlier oral or written representations or statements that may have been made to me. I also understand that the fact that I am employed at will cannot be changed by any representative of the College except The Management, who may do so only in a written, signed agreement.

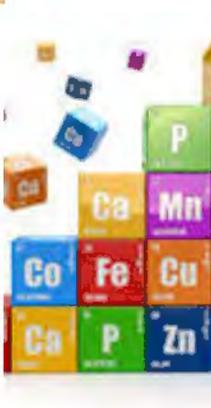
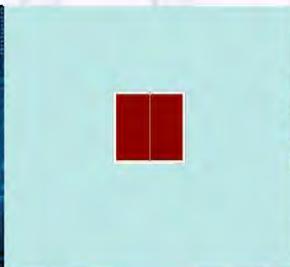
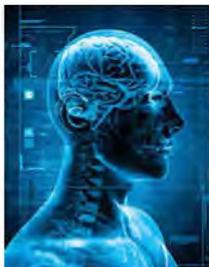
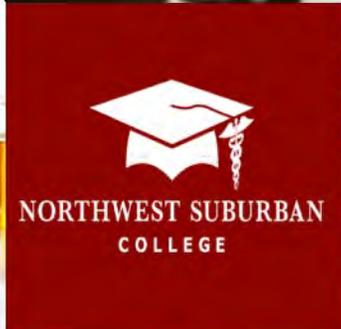
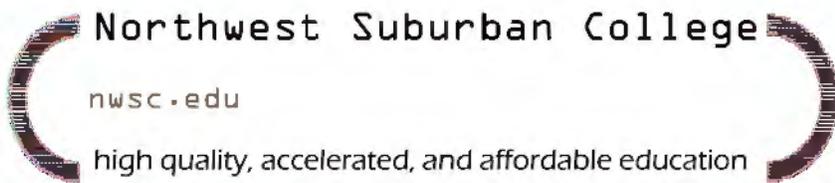
I understand that the Manual replaces and supersedes any similar documents that I may have received from the College. I also understand that it is distributed as a guide and summary of the College's current policies, procedures, and guidelines, any of which may be changed or revoked by the College at any time with or without notice to employees.

I understand that neither the Manual nor any of the College's policies or procedures is an express or implied contract.

Employee's Signature

Employee's Name (printed)

Date



College Catalog
2016-2018

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Message from the President



On behalf of the Corporate Board, Board of Regents, administration, and faculty, I welcome you to Northwest Suburban College.

During my 40 years of service as a professor and researcher in academia, I recognized the burden of increasing tuition rates, increasing student loans and debts, and increasing time periods required for acquiring a college degree. Confronting this imbalance, NWSC is here to make a difference by offering a more student-centric education with greater guidance, smaller classes, and three full terms per year (rather than the usual two-term year).

My culminating project took inspiration from historical and current contributions of philosophers, scientists, mathematicians, physicians, artists, and the great thinkers of science and innovation. The numerous and substantial contributions from intellectuals such as Plato, Al-Farabi, Ibn Sina (Avicenna), and Ibn Rushd (Averroes)-just to name a few--played a crucial role in preserving and transmitting unique ideas that influenced individuals to think creatively and excel in their passions. As these ideas are embodied in the institutions of this country and beyond, I was also moved by the great contributions of the early schools such as Yale, Harvard, and Princeton and their lasting influence on pedagogy and scholarship.

Today, the ivy league schools and NWSC may not have very many commonalities, but there is one thing: They all originated with a handful of students and progressed to great centers of education over time. As an accredited institution offering a variety of undergraduate and certificate programs, what started with two students in 2009 has increased to nearly 500 graduates over the course of the past six years. We have made great progress and continue to diligently work toward providing the very best educational environment.

If the past performance is any indicator, NWSC has an excellent chance of future growth. We hope you will also be part of our history.

Sincerely,

(b)(6)

*M. T. AliNiazee, PhD
Founding President
Northwest Suburban College*

Who We Are

Brief Introduction

Northwest Suburban College (NWSC) is organized by divisions referred to as *schools*. Currently, the College is divided into four schools: Liberal Arts, Basic Sciences, Health Sciences, and Allied Health Sciences. The School of Liberal Arts offers prerequisite courses and pre-professional programs, the School of Basic Sciences offers undergraduate degree programs, the School of Health Sciences currently does not have any programs, and the School of Allied Health Sciences offers certification programs in various healthcare fields. Below is a table of schools, their respective programs, and any applicable concentrations within the programs.

Divisions	Degree Programs	Available Concentrations
Undergraduate Studies		
School of Liberal Arts		
	Associate of Science in Biology	Pre-Medicine
	Bachelors of Science in Biology	Biotechnology & Molecular Biology, Public Health Pre-Medicine
School of Basic Sciences	Bachelors of Science in Chemistry	Biotechnology Pharmaceutical Sciences Pre-Medicine
	Cooperative Programs: AS/MD in cooperation with affiliated medical school BS/MD in cooperation with affiliated medical school	Pre-Medicine
School of Health Sciences		
Certification Studies		
School of Allied Health Sciences	Medical Assistant	
	Dental Assistant	
	Pharmacy Technician	

This Catalog provides College policies and procedures for all schools under the respective tabs. Please refer to the corresponding sections for specific information.

Mission & Core Values

Northwest Suburban College's mission is to provide students with high quality education in professional and paraprofessional fields that will lead to scholarly pursuit and gainful employment opportunities.

The College has developed the following objectives to support its mission statement:

- I. Offer academic excellence through structured curricula, extensive guidance, and small size classes.
- II. Offer curricula-intensive preparation for entry-level positions in various fields and the groundwork for success in an ever-changing work world.
- III. Develop programs that enhance academic skills essential for employment and life-long learning.
- IV. Provide career guidance to produce realistic goals and aid in understanding current job markets.
- V. Foster externships with clinics, hospitals, and other healthcare facilities to develop training of our students and employment opportunities for our graduates.
- VI. Make available a variety of support services necessary to the college experience.

NWSC is moving toward its mission by offering a wide range of programs to a diverse group of students and recruiting highly motivated, experienced, and dedicated faculty. Our success and satisfaction come from standards that we have established for all members of the College, including the promotion and emphasis of the following core values:

- I. Provide lifelong learning opportunities that foster student success.
- II. Respect the integrity and dignity of individual human beings by being ethical, respectful, and courteous.
- III. Offer excellence in education through the employment of highly qualified faculty and innovative approaches in teaching and learning.
- IV. Appreciate ethnic diversity at various levels, including faculty, staff, and students.
- V. Collaborate with citizen groups in the community to enrich professional partnerships.
- VI. Encourage students to explore and challenge new ideas in ethical issues and appropriateness.
- VII. Enhance communication and leadership skills.

Background & History

Northwest Suburban College was founded in 2008 as a not-for-profit institution by Professor M.T. AliNiaze, which serves as a culmination of his persistent dream of establishing a world-class center of higher education dedicated to science and medicine.

The beginning was meager: In 2008, he purchased two buildings totaling 23,000 square feet located in the Stonehill Square Business Complex in the City of Rolling Meadows. In 2009, this facility became the Northwest Suburban College campus, and in December of the same year, two students enrolled in the allied health science certification programs. Fortunately, NWSC has come a long way during the past seven years as it has now graduated nearly 500 students in the allied health and basic science programs.

Due to the focused efforts of our President and the Board of Regents, we are laying the foundation for an excellent educational setting that embodies the notion that the cost of an education should not hinder one's growth. As such, we provide an environment that nurtures various learning styles and backgrounds, with an emphasis on the underprivileged communities and deserving students.

Given below are highlights of NWSC's journey:

- **September 2016:** NWSC is approved to participate in the Student & Visitor Exchange Program (SEVP) to offer Form I-20s to qualifying international student.
- **May 2016:** NWSC is approved to offer federal funding through the Title IV Program, otherwise known as FAFSA.
- **August 2014:** NWSC celebrated its initial accreditation by the Accrediting Council for Independent Colleges and Schools (ACICS).
- **October 2013:** The Illinois Board of Higher Education (IBHE) granted NWSC authority to award bachelor's degrees in biology and chemistry.
- **December 2011:** The Illinois Board of Higher Education granted NWSC authority to award the associate of applied science degree in physical therapist assistance.
- **August 2011:** The Illinois Board of Higher Education granted NWSC authority to award degrees in biology at an associate level.
- **January 2011:** NWSC's School of Basic Sciences began offering undergraduate classes.
- **October 2010:** The Illinois Board of Higher Education granted NWSC the authority to operate in the State of Illinois.
- **February 2010:** NWSC becomes an approved testing site for the National Healthcareer Association (NHA) for NWSC's certification programs.
- **December 2009:** NWSC was authorized to operate through the Illinois State Board of Education (ISBE)* for the School of Allied Health Sciences' certification programs.
- **November 2008:** Northwest Suburban College of Basic and Allied Health Sciences was established as an independent, private, not-for-profit institution of higher education by a local family's philanthropic undertaking.

Disclosures

Northwest Suburban College publishes an annual security report to inform its community of security policy and procedures and crime statistics, as required by the Student-Right-to-Know and Campus Security Act of 1990. Hard copies of the report may be provided by your Admissions Representative. In addition, reports are accessible from the NWSC website; information about NWSC's retention, completion, graduation, and placement rates are available under the Student Consumer Information page at <http://nwsc.edu/student-consumer-information/>, and the NWSC Annual Security and Fire Safety Report and statistics are available at <http://nwsc.edu/campus-safety/>.

* The oversight of Private Business and Vocational Schools was transferred from the Illinois State Board of Education to the Illinois Board of Higher Education pursuant to the Private Business and Vocational Schools Act of 202 (Public Act 97-650).

Accreditations

Northwest Suburban College of Basic and Allied Health Sciences is approved by the Illinois Board of Higher Education (IBHE) as a degree-granting institution and the Private Business and Vocational Schools Division of the Illinois Board of Higher Education (IBHE:PBVS) for its allied health programs. The College is also an approved testing site for the National Healthcareer Association (NHA) for each of its applicable allied programs.

Effective August 2014, the College has been accredited through the Accrediting Council for Independent Colleges and Schools (ACICS), a national accrediting agency recognized by the U.S. Department of Education and Council for Higher Education Accreditation (CHEA). An updated list of approved programs can be found under the ACICS Directory available at <http://personify.acics.org/Default.aspx?TabId=204>.

For more information on accreditations and approvals, contact Compliance.

Articulation Agreements

In an effort to facilitate the successful transfer of undergraduate credits from Northwest Suburban College to other institutions for the purposes of advanced studies, NWSC has developed articulation agreements with graduate schools. One such institution is Avalon University School of Medicine (AUSOM). According to the Affiliation Agreement developed in June 2012, NWSC and AUSOM will cooperatively work to provide opportunities to qualified and motivated graduates of NWSC's Associate of Science in Biology or Bachelors of Science programs. Students who are interested in pursuing a career in medicine and who have met the graduation requirements, with a graduating cumulative grade point average (CGPA) of 3.0/4.0 and successful completion of 90 credit hours, may be given direct admission to Avalon University's MD Program.

The second and third affiliated institutions are American University of Antigua (AUA) (developed in October 2015) and Windsor University School of Medicine (WU) (developed in May 2016). According to the Affiliation Agreements, upon successful completion of the NWSC pre-professional requirements (90-104 credits) with a minimum CGPA of 3.25/4.00, students will be conditionally accepted to complete a one year defined curriculum at the cooperative institution—which, upon successful completion, will satisfy the remaining requirements for a Bachelor of Science Degree in Biology from NWSC and the first year requirements for a Doctor of Medicine degree (MD) from AUA or WU. For more information on program requirements, refer to the Cooperative Programs section.

Please note that while NWSC will assist the students in transferring to other institutions, it does not guarantee the transferability of credits and certificates to another school, college, or university. Any such decision is made by the receiving institution; hence, students are encouraged to contact the institution to which they are seeking to transfer.

Institutional Structure

The highest governing body of Northwest Suburban College is the Corporate Board (CB). The CB is the final guarantor of the College's fidelity to its educational mission and vision of creating a great center of knowledge. The CB has authority to approve long-range institutional and financial plans and is responsible for securing financial backing for the support and growth of the College. The Board of Regent (BOR) defines which human needs are to be met, for whom, and at what cost. The Strategic Thinking Committee (STC) and College Administration devise the means of achieving the mission and vision, and Faculty implement the means. Together, the CB, BOR, STC, administration, and faculty embody the long-range vision of the institution and how it can successfully achieve a greater good.



Corporate Board

The Corporate Board is entrusted with the ultimate authority of Taskin Educational Organization, a not-for-profit Illinois corporation, DBA Northwest Suburban College. The Corporate Board meets at least once a year and oversees the academic and financial progress of the institution, the appointment of the Board of Regents, the development of initiatives for long-term growth of the institution, and makes certain the founders' vision is promoted.

The Corporate Board constitutes three to eight members. The Board currently includes:

Title	Name
President	Dr. Tajuddin Ahmed
Vice President	Dr. Mateen AliNiasee
Treasurer	Dr. Khalid A. Sami
Secretary	Mr. Mubeen M. AliNiasee
Member	Dr. M. T. AliNiasee
Member	Mrs. Nahid A. AliNiasee

Board of Regents

The Board of Regents is an appointed group responsible for College governance and operations. The membership of the Board ranges from seven to seventeen members. The Board of Regents acts to clarify the mission, approve short- and long-term programs, and monitor and evaluate the performance of the institution. Along with the Corporate Board, the Board of Regents acts as a fiduciary group that enforces—under the direction of the Chairman—major policies; long-term plans; educational programs; annual budgets; and ensures that adequate human, financial, and physical resources are available to the College. The Board of Regents also works to enhance public image and community involvement, endowment, fundraising, and other areas related to participation in the College's growth and development.

Departments

Admissions

847.290.6425, ex. 1

admissions@nwsc.edu

Monday-Friday: 9:00 a.m.-5:30 p.m.

Saturday: By Appointment

The Admissions Department provides representatives who help students choose programs of study; academic program information; campus tours for prospective students; applications for admission, readmission, and enrollment verification; and unofficial evaluation of credits for transfer students.

Accounts

847.290.6425, ex. 3

accounts@nwsc.edu

Monday-Friday: 10:00 a.m.-5:00 p.m.

The NWSC Accounts Department handles tuition payment arrangements, refunds, questions regarding billing information, and tax information.

The Accounts Department also provides information on financial assistance. This subdivision is designed to assist students in researching and acquiring potential aid to pay for college costs. NWSC's financial assistance comes in the form of grants, loans, and payment plans. In addition, representatives may direct students to external resources for additional grants, scholarships, or loans.

Campus Monitor

847.290.6425, ex. 99

safety@nwsc.edu

Monday-Thursday: Sundown-10:00 pm

Campus safety personnel, including the Campus Monitor ensure a safe environment for all members of the institution. The Campus Monitor does not have law enforcement authority and does not carry firearms. For law enforcement actions, NWSC relies upon the Rolling Meadows Police Department.

Career Services

847.290.6425, ex. 5

careerservices@nwsc.edu

M-F: By appointment

Students and alumni are encouraged to contact their advisors or NWSC Career Services Department for job placement support. The Career Services Department offers assistance through one-on-one career counseling, job-search support, references to NWSC's large network of professionals in the fields, resumes and cover letter reviews, interviewing strategies, and information on job/career fairs.

Compliance

admin@nwsc.edu

M-F: By appointment

The NWSC Compliance Dept. is overseen by the Accreditation Coordinator. In cooperation with other key administrators, this department develops, initiates, maintains, and revises policies and procedures for the institution and addresses any compliance issues/concerns within the organization.

Financial Aid

847.290.6425, ex.2

finaid@nwsc.edu

M-F: By appointment

The Financial Aid Department is designed to assist students in researching and acquiring potential aid to pay for college costs. NWSC's Financial Aid Dept may assist in completing the Free Application For Federal Student Aid (FAFSA) as well as direct students to external resources for additional grants, scholarships, or loans.

Registration & Records

847.290.6425, ex. 4

registrar@nwsc.edu

M-F: By appointment

The NWSC Registration & Record Rep. is responsible for academic records. Students interested in a copy of their unofficial or official transcript are required to complete the NWSC Transcript Request Form and submit to the Registration & Records Rep.

NWSC Administrators & Staff

M. T. AliNiazee, PhD
President
ex. 105, president@nwsc.edu

James Murphy, MBA
Chief Financial Officer
cfo@nwsc.edu

Maksood Akbar, PhD
Provost; Dean, Academic &
Student Affairs
ex. 113, provost@nwsc.edu

Shazia Ilyas
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Accreditation Coordinator
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John S. Nichols, III, DMA
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Director, School of Allied Health
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Career Services Rep.
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**Mohammed Salam &
Sohail Ahmed**
IT Reps.
IT@nwsc.edu

Rafath Ali
Campus Monitor
ex. 99, safety@nwsc.edu

Operator
ex. 0

Faculty

The list below may not include adjunct faculty members.

AliNiazee, M.T. PhD
Professor
Dept. of Biological Sciences
Dept. of Research & Development

Dr. M.T. AliNiazee received his Ph.D. from University of California, Riverside in 1970 and has since been involved in research and teaching at major U.S. universities, including University of California at Davis and Oregon State University. He is the founder of NWSC, serves as its president, and teaches courses in biology and research & development.

Akbar, Maksood PhD
Associate Professor
Dept. of Biological Sciences
Dept. of Research & Development

Dr. Akbar received his Ph.D. from Oregon State University in 1968, and over the past 30 years, he has been involved in different teaching and research activities at King Saud University and Cook County Hospital. He has been with Northwest Suburban College since 2010, where he serves as the Provost and Dean of Academic & Student Affairs and teaches courses in biology and research & development.

Ahmad, Khaja Khaleel MD
Instructor
Dept. of Biological Sciences
Dept. of Medical Assistant
 Upon graduating from Osmania Medical University in Hyderabad, India with a medical degree, Dr. Ahmad joined Chicago Medical School to complete his residency in internal medicine and neurology. Using his degrees, Dr. Ahmad has served as an international physician and lecturer at numerous organizations, including Jabel Radwa Health Center, St. Francis Hospital, Chicago Medical School, Illinois School of Health Careers, Olympia/Everest College, and Malcolm X College.

Alshare, Asma MS
Instructor
Dept. of Pharmaceutical Sciences
 Upon serving as a licensed pharmacist in Jordan, Ms. Asma Alshare immigrated to the U.S. and earned a Master of Science in Biotechnology with specialization in protein purification, DNA sequencing, and gene therapy from Roosevelt University. Today, in addition to serving as a licensed pharmacy technician, Alshare teaches courses in NWSC's Department of Pharmaceutics.

Ansari, Asefa PhD
Assistant Professor
Dept. of Biological Sciences
 Dr. Asefa Ansari received her PhD in zoology-entomology from the University of Reading in the United Kingdom and has had over 30 years of experience in teaching and research at different universities and colleges. In addition to teaching at National Louis University, Dr. Ansari teaches in the Department of Biology at NWSC, adding to her many years of teaching experience.

Bakhshi, Nasir MS
Instructor
Dept. of Social & Behavioral Sci.
Dept. of Mathematics
 In addition to completing his masters in statistics from the University of Punjab and statistical analysis systems (SAS) from Knowledge Systems Institute, Nasir Bakhshi is an Islamic history scholar. He has applied his vast knowledge to numerous organizations, including Shouldice Hospital, Harvard Medical School's Dana-Farber Cancer Institute, and ePhysician. At NWSC, he teaches in the mathematics as well as the history & humanities departments.

Gallentine, Diane MS
Instructor
Dept. of Sociology
 Diane Gallentine holds a Master of Science in Human Resources from Loyola University of Chicago and is certified in the social and hard sciences for secondary education. In addition to applying her expertise at such organizations as Lutheran General Hospital and Victory Memorial Hospital, Ms. Gallentine has taught at several higher education institutions, including Marquette University and University of Wisconsin. At NWSC, Gallentine teaches in the Department of Sociology.

Gomaa, Rabab MS
Instructor
Dept. of Language & Literacy
Dept. of Humanities & Fine Arts
 In addition to a degree in architecture, Rabab Gomaa received an Advanced Degree in Islamic Law from Islamic American University. Her teachings in Arabic studies at various institutions gave Ms. Gomaa the opportunity to serve as a guest speaker at such higher education institutions as University of Chicago, University of Illinois at Urbana-Champaign, DePaul University, and Benedictine University. Today, Gomaa is part of the Department of Foreign Languages as well as the Dept. of Fine Arts at Northwest Suburban College.

Hatamleh, Jilan PhD
Assistant Professor
Dept. of Health Sciences
 Dr. Jilan Hatamleh earned her PhD in Nursing from the University of Akron. She earned her Master of Science in Administrative Nursing from the University of Illinois at Chicago. In addition to teaching at NWSC's Dept. of Health Sciences, Dr. Hatamleh is working on curriculum and program development. She is also an adjunct faculty at the college of health professions at the University of Phoenix.

Him, Mali MD
Instructor
Dept. of Biology
Dept. of Medical Assistant
 In addition to earning the Doctor of Chiropractic Medicine from the National University of Health Sciences and serving as a chiropractic physician, Dr. Mali Him also obtained her medical degree from Ross University School of Medicine. She has taught at local colleges and medical schools, and she continues to share her knowledge of the health sciences and biology as instructor and advisor at Northwest Suburban College's Departments of Biology and Medical Assistant.

Husseini, Huda MS
Instructor
Dept. of Physical Sciences
 With a Master's of Science in Chemistry obtained from the University of Illinois at Chicago in 2012, Ms. Husseini has contributed her knowledge of chemistry at Hikma Pharmaceuticals and Eclipse Publishing Company. In addition, Ms. Husseini is recognized for making science accessible to today's students through her innovative teaching strategies at such institutions as University of Illinois at Chicago, College Preparatory School of America, and Northwest Suburban College.

Khan, Amer MD
Instructor
Dept. of Biological Sciences
 In addition to receiving a Doctor of Medicine degree from Windsor University School of Medicine in 2013, Dr. Khan gained extensive experience in various healthcare settings through his role as Medical Case Manager at RSA Medical, experience at Access Dental Center, Walgreens Inc., and his services as Internal Medicine Volunteer at the University of Illinois at Chicago Medical Center. Today, Dr. Khan uses his knowledge in the various health sciences to instruct courses in both the NWSC allied health programs as well as the Department of Biology.

Khan, Rubina PhD
Instructor
Dept. of Language & Literacy
 Dr. Rubina Khan earned her Master of Arts in English from Osmania University, Master of Arts in Education from University of New Orleans, and her doctoral degree in Education and English from the University of New Orleans. In addition to teaching at universities throughout the country, including Nunez Community College, Southern University of New Orleans, Kendall Colleges, and College of Lake County, Dr. Khan teaches English courses in NWS's Dept. of Languages & Literacy.

Khan, Shakil PhD
Assistant Professor
Dept. of Physical Sciences
 Dr. Shakil Khan received his Ph.D. in Biochemistry from Aligarh University and has been involved in molecular biology and biotechnology research for the past 10 years. He is author of numerous international publications and presentations as well as recognitions through global awards and honors. Today, he serves as researcher at the University of Chicago's Department of Medicine as well as instructor at NWSC's Department of Chemistry.

Mirza, Fatema MS
Instructor MBA
Dept. of Healthcare Management
 Fatema Mirza received a Master's Degree in Public Health Administration and a Master's Degree in Business Administration from Keller School of Management. She has not only been active in the field of healthcare delivery and management, she has also published many papers and delivered numerous lectures on current healthcare trends, including ObamaCare. At NWSC, she teaches in the Department of Healthcare Management.

Mohammed, Zafar BDS
Instructor
Dept. of Dental Assistance
 Upon obtaining his Bachelor of Dental Surgery from Dr. NTR University in India, Mr. Zafar Mohammed is continuing his education for a Masters in Public Health from Benedictine University. He has served as a dentist and dental assistant both in the U.S. and abroad as well as an oral health educator for Frances Nelson Community Health Center. Today, he continues to hone his teaching skills as instructor in NWSC's Dept. of Dental Assistance.

Muhammad, Eugene M.Div
Instructor MS.Ed
Dept. of Humanities & Fine Arts ABD
 Dr. Eugene Muhammad earned his Master of Science in Education Leadership & Curriculum Foundation from Chicago State University and Master of Divinity from Chicago Theological Seminary. He is currently completing his Doctor of Philosophy from Chicago Theological Seminary while teaching at a variety of colleges and universities, including Purdue University North Central and Oakton Community College. At NWSC, Muhammad teaches courses in the Dept. Humanities & Fine Arts.

Nichols III, John DMA
Assistant Professor
Dept. of Humanities & Fine Arts
 Acclaimed international composer, Dr. John S. Nichols III earned his Bachelor of Arts in Music Composition from the Chicago College of Preparatory Arts, Bachelor of Arts in Philosophy from Roosevelt University, Master of Arts in Music Composition from University of Alaska-Fairbanks, and his Doctor of Musical Arts from the University of Illinois Urbana Champaign. Upon teaching at University of Alaska-Fairbanks and University of Illinois at Urbana-Champaign, Dr. Nichols now serves as the Director of NWSC School of Liberal Arts and teaches courses in the Dept. of Humanities & Fine Arts while continuing to produce electroacoustic compositions.

Pourshahbaz, Elsa MA
Instructor
Dept of Social & Behavioral Sciences
 In addition to obtaining a Master of Art in Counseling and Organizational Psychology from Adler School of Professional Psychology in 2012, Elsa Pourshahbaz provided her counseling and advising experience in various capacities at multiple institutions, including Chicago Math & Science Academy, Adler School, and Northwest Suburban College. Today, Pourshahbaz combines her passion for psychology and academia with her role as instructor in NWSC's Department of Psychology.

Qazi, Muzaffar Uddin PhD
Assistant Professor MA
Dept. of Physical Sciences
 In addition to a Master of Arts in Economics from University of Sindh, Dr. Muzaffar Uddin Qazi earned his PhD in Physics from Federal Urdu University. There, he served as associate professor for over twenty years as well as visiting professor at Institute of Textile and Management and Institute of Scientific Management. Today, Dr. Qazi teaches advanced physics and calculus courses at College Preparatory School of America and in the Dept. of Physical Sciences at NWSC.

Shaik, Irfan
Instructor
Dept. of Dental Assistance
 BDS
 Having achieved a degree in Dental Surgery, Mr. Irfan Shaik successfully completed the National Board of Dental Examination and applied his skills to a variety of oral health facilities. In addition to serving as a dentist and general and orthodontic assistant, Mr. Shaik has taught all levels of terminal-degree seeking dental students at Gitam Dental College and dental assistants at Northwest Suburban College.

Shaikh, Moin
Assistant Professor
Dept. of Mathematics
 MS
 With dual Master of Science degrees in Industrial Engineering from Ohio State University and Mechanical and Aerospace Engineering from Illinois Institute of Technology, Mr. Shaikh served as Chief Engineer at TRW in Chicago and continues to serve as proprietor of Punch Products Manufacturing Company. His passion for mathematics allows him to be an instructor in NWSC's Department of Mathematics.

Tabba, Siddiq
Instructor
Dept. of Physical Sciences
 MS
 With a Master of Science in Chemistry, Mr. Tabba teaches physical sciences and chemistry at various institutions of higher education. Obtaining his degree from the University of Karachi and Roosevelt University, Mr. Tabba has 23 years of experience teaching in a college environment. Today, he serves as an instructor at Triton College, Malcolm X College, and Northwest Suburban College's Department of Chemistry.

Tishchenko, Liliya
Instructor
Dept. of Pharmacy Technician
 MD
 CPhT
 ARDMS
 Dr. Liliya Tishchenko graduated with a doctor of medicine from I. Ya. Horbachevsky Ternopil State Medical University in Ukraine and pursued her doctor of ultrasonography in OB/GYN and doctor of abdominal sonography. In the U.S., Dr. Tishchenko obtained her certification in pharmacy technician, and has taught at such institutions such as Illinois Masonic Medical Center, Loyola University Medical Center, Everest College, and Sanford-Brown College. Today, Dr. Tishchenko serves as the Pharmacy Technician program instructor at NWSC.

Facilities

Our suburban Chicago campus is home to a diverse, motivated, multicultural community. Located in the heart of Rolling Meadows, Illinois, Northwest Suburban College (NWSC) lies in proximity to Schaumburg, Hoffman Estates, Palatine, Arlington Heights, and Mount Prospect. With easy access to commuters from I-90, I-290, Route 53, and CTA and Pace bus services, NWSC also expects to draw students from the city of Chicago.

The campus is located at 5999 S. New Wilke Road, where ample parking is available. NWSC operates out of two buildings comprised of 23,000 square feet. Our facility includes: 8 classrooms, 5 laboratories, 1 library, 15 administrative offices, and 10 other rooms. The total seating capacity for the classrooms is 250, including 30 seats for the laboratories, 15 for the library, 20 for the administrative rooms, and 30 in other areas.

The classrooms are conducive to student learning and well equipped to facilitate teaching. The laboratories house medical supplies, microscopes, centrifuges, and other necessary supplies for clinical practice. The cozy library has a growing collection of books, journals, magazines, videos, compact disks, and newspapers. Student and instructor computer labs are equipped with internet access, program-specific software, and printers.

NWSC is in walking distance from affordable housing areas and a short drive from biking and nature trails at the Ned Brown Forest Preserve and Busse Woods. The suburban metropolitan campus provides the benefits of a myriad of social opportunities. From local and organic cafes to popular hotspots and elegant dining experiences, the area's offerings cover global taste palettes. Moreover, the northwest suburbs offer a plethora of cultural experiences and sports venues, including theatres, symphonies, museums, and amusement parks.



Building Hours

Monday-Friday: 9:00 a.m. – 10:00 p.m.; Saturday-Sunday: Varies; Contact the NWSC Operator for timings. NWSC is locked and alarmed outside of building hours. Please contact the NWSC Campus Monitor at safety@nwsc.edu for after-hour access.

Housing

As a service to students, Northwest Suburban College may provide a list of available rental facilities around the campus. However, it is the student's responsibility to find appropriate housing accommodations. Prices for many of the facilities include utilities, such as heat, water, cooking gas, and trash. Features at some locations may include controlled access intercom entry, a pool, spacious closets, garages, and barbecue areas with gazebos. NWSC also has arrangements with private apartment owners located only a few feet from the campus.

Students are highly encouraged to share apartments in order to reduce costs and build a sense of community. For those interested in more information about housing and rooming with NWSC students, contact your Admissions Representative.

Resources

Advising

From the President to the assigned student advisor, assistance is provided at all levels by NWSC staff. This Advising Department maintains a team of teachers/counselors who are available on an appointment basis to guide and advise students. Areas include academic advising, student advising, counseling, and career development. Student assistance is available to help choose majors, career exploration, write resumes, and learn interview skills. Counseling may focus on issues affecting students' studies and adjustments to college life.

Advising

For undergraduate programs, each student is assigned an advisor during the time of enrollment. In the School of Allied Health Sciences, program instructors serve as academic advisors. It is the student's responsibility to contact and schedule the first advising session; each student is required to arrange a minimum of one advising session each term. Areas of advising may include academic plans, career development, and resource assistance.

At the student's request, the Advisors' assistance may include the following:

- Assist with registration and course withdrawals.
- Update student information.
- Assist in discerning students' educational goals.
- Monitor students' progress and discuss concerns, including interventions.
- Make recommendations for academic plans.
- Match students' needs with available resources, and make appropriate referrals.
- Help with student's questions about degree requirements and school policies.
- Explain accurate information regarding requirements, policies, and procedures.
- Encourage students to take responsibility for their own academic and career goals.

Learning Skills

Upon student request, the Advising Department provides counseling in 20 to 30-minute sessions on study skills, test-taking strategies, time management, test anxiety, memory, concentration, motivation, reading tips, note-taking skills, and math strategies.

Tutoring

Upon student request, free tutoring is available for all courses. This is provided by faculty and peer tutors by appointment. A study room is reserved for this purpose.

Disability Resources

For students with documented physical and intellectual disabilities, College personnel, including instructors and advisors, provide a variety of resources. Students who anticipate needing accommodations in any course are asked to make arrangements with the instructor during the first week of the course. Both instructors and student advisors are available to refer students with disabilities to various resources and strategies, including active reading and note-taking strategies, study skills and learning strategies, test preparation and test-taking strategies, computer resources (e.g., Microsoft OneNote), and goal setting.

Classroom Accommodations

Note-taking accommodations may include the instructor providing the student with a copy of his/her lecture notes or the instructor recruiting peer note-takers from the class. Students for whom note-taking service has been determined to be a reasonable accommodation may have the volunteer email or photocopy notes to them.

Accommodations for exams may be made in cooperation of the instructor. Based upon the extent of the student's disability, testing accommodations may include the use of appropriate time extensions, a distraction-reduced environment, or assistive technology.

External Resources

Various resources provide additional tutoring to students. NWSC encourages the use of Khan Academy, a valuable tool that provides tutorials on a range of topics. For more information on Khan Academy, visit www.khanacademy.org. Moreover, virtual job boards may provide resources on hiring a tutor.

Resource Room

The Resource Room is open to students during building hours (Monday-Friday, 9 a.m. - 10 p.m.). This center provides a learning environment designed to improve academic writing skills, utilize technology tools, print resources, and consult with writing tutors in revising and editing drafts, and referencing scholarly work. Students must schedule an appointment for tutoring sessions.



Computer Laboratories

NWSC's computer labs provide internet access and printing capabilities. Computer labs are available in both Buildings 4 and 5 and are open during building hours: Monday-Friday, 9 a.m.-10 p.m.

Student & Faculty Lounge

NWSC's Student and Faculty Lounge is available for use by all members of the NWSC community and is equipped with vending machines and appliances, including refrigerators, microwaves, and stoves.

Library

The NWSC library has a growing collection of books, periodicals, videos, compact disks, and newspapers. Access to reference services includes library computers, electronic resources, reserved materials, and copy makers. NWSC staff teaches students to use library catalogs and online search engines to retrieve information.

Individual and group study rooms are available for student and faculty use. Students are able to use the library for study and research during regular class hours. The library will be supervised by the librarian from 9:30-3:30 Tuesdays and Thursdays.



In addition, NWSC encourages students to use the valuable resources of local public libraries, including Rolling Meadows Public Library and Schaumburg Township District Library. Periodical reference lists from each of the said libraries are available at the NWSC Library. For a list of additional libraries for NWSC student use, contact the Librarian. For public library hours of operation, contact the library.

Rolling Meadows Public Library
3110 Martin Lane
Rolling Meadows, IL 60008
847.259.6050, rmlib.org

Schaumburg Township Public Library
130 South Roselle Road
Schaumburg, IL 60193
847.985.4000, stdl.org

Students may also be able to use local colleges' library facilities, including William Rainey Harper College, Oakton Community College, Roosevelt University, Elmhurst College, and East-West University.

Course Materials

Undergraduate Programs

On the first day of class, undergraduate instructors provide students with a syllabus referencing course materials. It is the student's responsibility to obtain the materials by the designated deadlines.

Certification Programs

As detailed in the Enrollment Agreement, students enrolled in certification programs are provided with course materials including textbooks, uniforms, and applicable medical supplies. It is the student's responsibility to obtain course materials prior to the start date. Questions regarding course materials are to be directed to the Dean of Allied Health Sciences.

Student Organizations

Students are encouraged to participate in organizations. For more information on developing a new organization, contact the Associate/Dean of Student Affairs.

College Events

See the NWSC website and social media sites for updated list of activities.

Constitution Day: September 17th

The United States Constitution was signed by 39 of the 55 Delegates to the Constitutional Convention on September 17, 1787. The law establishing the holiday was created in 2004 and mandates that all publicly funded educational institutions provide educational programming on the history of the American Constitution on that day. When Constitution Day falls on a weekend or on another holiday, schools and other institutions unofficially observe the holiday on an adjacent weekday.

NWSC's goal for Constitution Day is to act as the catalyst for discussion about the U.S. Constitution on and off campus. As a result, each year, the College will present a variety of activities related to the constitution and our nations' political governances. Examples of activities may include the following:

- Free Speech Boards: The campus community will be encouraged to respond to questions relating to the Constitution in the context of current events.
- PowerPoint: A presentation on aspects of the constitution, including the First Amendment, will continuously loop in the NWSC Faculty & Student Lounge.
- Debates: The Debate Team will present a debate on issues relevant to the constitution.
- Contests: Students will respond to a prompt, and their essay will be judged by a panel. Prizes may include gift cards.

Voter Registration

On Constitution Day, the NWSC Campus will conduct a demonstration of the online voter registration process and students will be encouraged to register using accessible computers.

For students interested in registering early on, please visit <https://ova.elections.il.gov/>.

Email

The email provided in the NWSC application is the official mechanism for communication for the College and students/faculty/staff. College community members are expected to read communications in a timely manner. Changes to email addresses should be immediately conveyed to instructors and advisors.

Vaccinations

In accordance with the College Student Immunization Act, each enrolled student is required to submit documentation of having received immunizations. Proof of immunity must include the following information:

- The month, day, and year of vaccine receipt for measles, mumps, and rubella. Whole year dates (e.g., 1969) are acceptable only when it is clear that the student was at least one year of age when the vaccine was received.
- The month, day and year of receiving the vaccine for diphtheria and tetanus.

Proof of immunity may be provided in the following forms:

- A copy of the immunization record from the physician
- A copy of the student's Illinois high school health record which complies with the immunization requirements
- In lieu of proof of immunity, official evidence of birth on or before January 1, 1957

A student may be exempt from the vaccination policy if s/he provides a written and signed statement by a physician indicating the circumstances that conflict with the immunizations. Exemptions may also be provided if vaccinations conflict with religious beliefs. In such cases, the student must provide a written and signed statement detailing the specific belief that conflicts with vaccinations and receive approval from the Dean of Academic Affairs.

Failure to provide proof of immunity will preclude the student from enrollment in subsequent courses until the Admissions Rep. receives appropriate documentation or the student is granted an exemption by the Dean.

Dress Code

A clean, neat appearance will help students develop appropriate dress habits for new careers. While NWSC appreciates the individuality of each student, students are asked to dress in proper attire for all educational activities, including but not limited to, lectures, labs, externships, and community service events. Students in the School of Allied Health Sciences are required to wear the provided uniforms to each course session. All students are required to follow lab dress codes, including coats, protective wear (i.e., goggles), and full-toed shoes. Information about lab precautions will be provided by the instructor.

The following are examples of attire considered inappropriate for the College environment:

- Hats, caps, and hoodies during instruction
- Clothing with profanity/indecent messages
- Any display of underwear

NWSC respects the beliefs of each student. If dress code policies are in conflict with your religious beliefs, please speak to your advisor.

Electronic Use

NWSC expects students, faculty, and staff to demonstrate responsibility, integrity, and confidentiality when utilizing resources, including electronic devices and networks. All activity on systems and networks, including the creation of documents, may be monitored by administrators. Unless permitted by the owner or law, personal software may not be used, installed, or copied on College electronic resources. NWSC reserves the right to revoke the privileges of any staff or student found to be using College equipment and computer network inappropriately. Legal action may follow, if deemed necessary.

Copyright and Licenses

NWSC adheres to the Higher Education Opportunity Act of 2008 (HEOA), which requires institutions to explicitly inform students that unauthorized distribution of copyrighted materials, including unauthorized peer-to-peer file sharing, may be subject to civil and criminal liabilities.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq. For legal alternatives to unauthorized downloading, visit www.educause.edu, and search "Legal Sources of Online Content" for a list of options.

Federal Copyright Laws are included in the NWSC Code of Conduct. Hence, sanctions for violations of the Code are listed under the Code of Conduct section of this Catalog.

Privacy of Records

NWSC complies with the Family Educational Rights in Privacy Act (FERPA). The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's educational records within 45 days of the day the College receives a request for access. Students should submit to the Registration and Records Rep., Dean, or other appropriate official written requests that identify the record(s) they wish to inspect. The NWSC official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom it should be addressed.
- The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic research, or support position; a trustee or outside contractor such as an attorney or auditor acting as an agent for the College; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks, volunteers and other non-employees performing institutional services and functions as school officials with legitimate education interests. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll; to accrediting agencies; to comply with a judicial order or lawfully issued subpoena; in connection with financial aid for which a student has applied; in connection with a health and safety emergency; to military recruiters. The Privacy Act specifically states that parents and other third parties may not have access to a student's educational records, unless the student gives written permission. The College reserves the right to make certain exceptions to the above for federal and state agencies that are gathering information for statistical purposes.
- The Associate Vice President for Student Services may contact parents, legal guardians, or law enforcement as deemed necessary where there is a danger to a student or to others, or when a student is involved in alcohol and/or drug violations on campus.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Northwest Suburban College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
 - Family Policy Compliance Office
 - U.S. Department of Education
 - 400 Maryland Avenue, SW
 - Washington, DC 20202-4065

Anti-Harassment Policy

Collectively, we are all responsible for creating an environment where we are treated with respect and dignity. Sometimes behavior that seems acceptable to you may be offensive to others. Any harassment or false accusations of harassment of or by employees or students is not acceptable. Northwest Suburban College prohibits harassment on the basis of sex, race, religion, age, national origin, disability, sexual orientation, or membership in any other group protected by law, including the following behaviors:

- Unsolicited remarks, gestures, or physical contact; display or circulation of written material or pictures that are negative or offensive to gender or to racial, ethnic, religious, or other groups protected by law;
- Unwelcome sexual advances, request for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where submission to such conduct is made either explicitly or implicitly a term or condition of employment or academic advancement or status, or the basis for employment-related decisions affecting the employee or decisions affecting the individual's academic advancement or status; or
- Conduct that has the purpose or effect of interfering with an employee's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual Misconduct & Sexual Assault

One of NWSC's goals is to maintain an environment that is healthy and safe. Acts of sexual misconduct and assault will not be tolerated. For purposes of this policy, "sexual misconduct" is defined as any attempted or actual act of non-consensual or forcible sexual touching. This would include, but is not limited to, fondling, kissing, groping, attempted intercourse (whether oral, anal, or genital), penetration or attempted penetration with a digit or any other object.

"Consent" requires speech or conduct indicating a freely given, uncoerced agreement to engage in sexual contact. Consent may not be inferred from silence or passivity alone and a current or previous relationship is not sufficient to constitute consent. Consent may be withdrawn at any time prior to a specific sexual act by either person. To be valid, the person giving consent must be physically and mentally able to:

- understand the circumstances and implication of the sexual act;
- able to make a reasoned decision concerning the sexual act; and
- able to communicate that decision in an unambiguous manner.

Persons accused of sexual misconduct will be subject to disciplinary action in accordance with Northwest Suburban College's policies and procedures for student conduct. At the discretion of the College, persons accused of sexual misconduct may be immediately suspended or restricted from campus pending final disposition of any disciplinary proceedings. Individuals found to have committed sexual misconduct will be subject to sanctions, up to and including dismissal from the College.

In addition to student disciplinary action, persons accused of sexual misconduct may be subject to criminal prosecution by the law enforcement agency with appropriate jurisdiction in that case. In the course of a criminal investigation or prosecution, NWSC may choose or may be required to provide information and records related to its disciplinary proceedings involving the same act. However, NWSC's student disciplinary process is independent of and not dependent upon any criminal process. The decision to prosecute or not prosecute and the ultimate outcome of any criminal proceedings do not affect or influence the College's student conduct proceedings.

A person who has been a victim of sexual assault may report the crime to the Northwest Suburban College Student Advisor, the Assistant Dean of Academic & Student Affairs, the Dean of Academic & Student Affairs, or an outside community agency (See resources chart below.). NWSC staff will serve in an advocacy role and help refer individuals for appropriate medical, law enforcement, judicial and counseling assistance. Upon request, assistance will be provided in changing academic schedules and living arrangements.

Even if a victim decides not to file criminal charges with the police, it is recommended that the individual contact a College or community resource for support. Victims are entitled to confidential services either on or off campus, whether or not charges are pressed. Resources both on campus and in the community are:

On-Campus Resources	Contact Information
NWSC Student Advisor	847.290.6425, ex. 4
NWSC Assistant Dean of Academic & Student Affairs/ Compliance Coordinator	847.290.6425, ex. 10
NWSC Dean of Academic & Student Affairs	847.290.6425, ex. 13
Off-Campus Resources	Contact Information
Northwest Center Against Sexual Assault (CASA)	24-Hour Confidential Hotline: 888.802.8890 Phone: 847.806.6526 URL: http://www.nwcasa.org/ Address: 415 West Golf Road, Suite 47 Arlington Heights, IL 60005
Life Span	24-Hour Crisis Line: 847.532.9540 URL: http://life-span.org/

The Bill of Rights for Victims and Witnesses of Violent Crime is an Illinois law that ensures fair and compassionate treatment for victims and witnesses of violent crime. The law guarantees two basic rights to crime victims and witnesses—the right to obtain information from the criminal justice system, and the right to be treated in a humane way by the system.

Illinois Domestic Violence Act: Rights of Victims

The following excerpt is from the Illinois Domestic Violence Act webpage by the Illinois Attorney General. For more information, visit <http://www.illinoisattorneygeneral.gov/women/idva.html>.

Domestic violence is a crime. Any person who hits, chokes, kicks, threatens, harasses, or interferes with the personal liberty of another family or household member has broken the Illinois Domestic Violence law. Under Illinois law, family or household members are defined as:

- family members related by blood;
- people who are married or used to be married;
- people who share or used to share a home, apartment or other common dwelling;
- people who have or allegedly have a child in common or a blood relationship through a child in common;
- people who are dating, engaged or used to date, including same sex couples; people with disabilities and their personal assistants

Domestic violence consists of physical assault, sexual abuse, and stalking. The violence takes many forms and can happen all the time or once in a while. If you are in an abusive situation, you are urged to seek help. Resources both on campus and in the community are:

On-Campus Resources	Contact Information
NWSC Student Advisor	847.290.6425, ex. 4
NWSC Assistant Dean of Academic & Student Affairs/ Compliance Coordinator	847.290.6425, ex. 10
NWSC Dean of Academic & Student Affairs	847.290.6425, ex. 13
Off-Campus Resources	Contact Information
State of Illinois Domestic Violence Help Line	24-Hour Confidential Hotline: 877.863.6338 URL: http://www.dhs.state.il.us/page.aspx?item=31886

Harassment Reporting Procedure

Harassment of any sort is a serious breach of NWSC policy. The College will take prompt and appropriate corrective action, up to and including termination of employment, expulsion, and/or other sanctions against anyone who engages in harassment. If you believe you have been the subject of harassment, report the alleged conduct immediately to the Compliance Coordinator, or another senior College official. NWSC prohibits any form of retaliation against any employee or student for filing a complaint or for assisting in a complaint investigation.

Students are encouraged to report all incidents of harassment. The College will conduct an appropriate and discreet investigation of all reports of sexual harassment. The details of the investigation will be kept as confidential as feasible, consistent with policies and applicable federal, state, and local laws.

- Complaints of sexual harassment by a College executive, faculty member, staff member, or teaching assistant are reported to and investigated by the employee's immediate supervisor, or the Compliance Coordinator or any other senior College official. (If any person to whom the report would be directed is involved in or is associated with the alleged conduct, the report must be directed to another senior official who is not involved.)
- Complaints of sexual harassment by a student are reported to and investigated by the Assistant Dean of Student Affairs. (If any person to whom the report would be directed is involved in or is associated with the alleged conduct, the report must be directed to another senior official who is not involved.)
- An appropriate and timely response to each complaint will be provided.
- No individual who makes a good faith report shall be subjected to retaliation, including harassment or any adverse employment, academic, or educational consequence, as a result of making a report.

Anti-Dangerous Objects Policy

The possession, display, and/or use of dangerous objects including, but not limited to, firearms, fireworks, explosives, hunting knives, or anything that could be misrepresented as a weapon are prohibited on College property. Disciplinary action for violation of the Dangerous Objects Policy may include suspension or expulsion and referral for possible legal action.

Drug-Free Campus Policy

Northwest Suburban College of Basic and Allied Health Sciences is grounded in the principles of health; hence, the College strictly enforces a drug-free campus policy. Regulations set forth below are to promote an academic environment conducive to student and career achievement and comply with the Drug-Free Schools and Communities Act Amendments of 1989.

In compliance with federal, state, and local laws, NWSC prohibits the unlawful manufacture, distribution, sale, possession, or consumption of narcotics, illegal drugs, prescription drugs for which the person does not have a prescription, or alcohol by students, employees, or contractors on any College property or College-sponsored event. The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226) requires that the College inform all members of the NWSC community of the legal sanctions of illicit drugs and alcohol, which may include suspension/termination of employment and possible referral for criminal prosecution. Violations are recorded in the individual's file.

Students should be aware that those found guilty of violation of the Drug-Free Campus Policy may lose financial assistance provided by the College. Furthermore, according to the Anti-Drug Abuse Act of 1988 (Section 5301), students who receive federal financial aid must certify that they will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during the period covered by the aid. If students are convicted of drug distribution or possession, the court may suspend their eligibility for Title IV financial aid.

For detailed information on the Drug-Free Campus Policy, including definitions, effects of health, and federal and state and federal sanctions, refer to the NWSC Annual Security & Fire Safety Report (beginning on page 11).

Resources

Members of NWSC and the community are available to assist students and employees experiencing problems with drugs and alcohol. Specifically, NWSC advisors are available for confidential meetings and referrals. A few external resources are listed in the chart below:

Services	Name & Numbers
Support Groups	Al-Anon/ Al-Ateen: .847.358.0338 Alcoholics Anonymous: 847.240.2380 Narcotics Anonymous: 708.848.4884
24-Hr Hotlines	SAMHSA: .800.662.4357 Sober Nation: 866.317.7050 Wellplace: 800.821.4357 Drug Rehab: 877.882.9275
Community Resources	Rolling Meadows Counseling Center: 847.991.5710 Therapeutic Interventions Inc.: 847.991.4800, ex. 27

Counseling Resources

NWSC encourages students to seek a professional for counseling services. However, in addition to the services listed above, there are numerous online resources available, including the Student Counseling Virtual Pamphlet, which can be accessed at <http://www.dr-bob.org/vpcl>.

Code of Conduct

Northwest Suburban College holds and abides by the highest standards of integrity and scholarship. All members of the NWSC community, including students, faculty, and staff must conduct themselves in a manner compatible with NWSC's role as an academic institution. The purpose of the NWSC Code of Conduct is to provide equitable rules and procedures to promote a safe and orderly educational environment.

Misconduct is defined as any activity that is contrary to NWSC and its members' general and educational interest. College jurisdiction is applicable to all conduct while on College premises and other sites at which instruction or College-related activities are being conducted. Behaviors that violate the NWSC Code of Conduct include, but are not limited to, the following list:

- Acts of dishonesty
 - Providing false information to any College official
 - Forgery, alteration, or misuse of any College documents and resources
 - Academic Dishonesty: Cheating, plagiarism, or violation of copyright
 - Cheating is the misuse of material including, but is not limited to, using unauthorized assistance, recycling work without acknowledgement, illicit collaboration, or fabrication of information.
 - A form of cheating is plagiarism, which is using someone else's work, in part or in whole, intentionally or unintentionally, and implying that the other person's work is yours. Examples of plagiarism include, but are not limited to, submitting works that you have not created yourself, copying answers or text from another person and submitting it as your own, quoting or paraphrasing someone else's idea without crediting the original author, and fabricate references or incorrectly using references.
 - All work turned in by a student is to be of their own creation or properly cited as the work of others. It is the student's responsibility to know and understand the rules regarding avoiding plagiarizing and proper citations.
 - The degree of and circumstances around an incidence of plagiarism will be considered and the appropriate consequence(s) determined. Consequences may range from a zero for the assignment up to and including expulsion, depending in the severity of the case. Each subsequent infraction may be treated more severely than previous ones.
- Speech and Related Behavior
 - Any verbal, written, electronic, or physical behavior that creates or is likely to provoke a violent reaction, whether or not it actually does so
 - Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, assault, and/or any other conduct that threatens or endangers the health or safety of any person
 - Disruption or obstruction of teaching, research, administration, or any other college activities
- Controlled and Illegal Substances and Weapons
 - Use, possession, or distribution of narcotic or other controlled substances
 - Use, possession, or distribution of alcoholic beverages
 - Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals
- Theft and Damage to Property
 - Attempted or actual theft of and/or damage to property of the College or property of a member of the College community or other personal or public property.
 - Unauthorized entry or use of College facilities.
- Violation of College policies, rules, or regulations and/or collusion in violation of College policies, rules, or regulations

Code of Conduct Proceedings

The following sanctions may be imposed upon any student found to have violated the Code of Conduct. The Dean of Student Affairs is responsible for handling all matters related to the Code of Conduct. At any time, the recommended consequence for an infraction may be increased or decreased due to existence of aggravating or mitigating circumstances of the infraction, solely at the discretion of the Dean of Student Affairs.

- Warning: Notice that the student violated the Code and that any repetition may result in more severe sanctions.
- Discretionary Sanctions: Works assignments, service to the College or community, or related discretionary assignments.
- Suspension: Separation of the student from the College for a definite period of time, after which the student may be eligible to return.
- Expulsion: Permanent separation of the student from the College.

Appeals

- A decision reached or a sanction imposed by the Dean of Student Affairs may be appealed by accused students to the President within 10 days of receipt of the decision. Failure to respond within 10 days of the receipt of the decision will result in implementation of the recommended sanction(s).
- Appeals must be submitted in writing to the President clearly explaining the basis for the appeal.
- The decision of the President will be final.

Student Grievance Policy

Northwest Suburban College works hard to ensure student satisfaction and provide students with a positive approach to resolving issues—both academic and administrative. With few exceptions, NWSC asks that students make all attempts possible to amicably resolve the issue before escalating the situation to administration. However, if the student finds that a complaint must be made, the following details the policy and procedures for grievances.

- Step 1: Student attempts to resolve the problem with faculty or staff.
- Step 2: If the matter is not resolved, student contacts his/her advisor for the NWSC Grievance Form, completes it, and submits it to the Compliance Department within 10 working days of the incident. The complaint must include a concise statement of the allegations that form the basis for the student's complaint, including a careful statement of the facts, rules, regulations, policy, or practice that was violated; a summary of the attempts to resolution; and a suggested remedy.
- Step 3: The Compliance Department will relay the Grievance Form to the Dean of Student Affairs, who will develop an appropriate committee (examined to ensure his/her impartiality) to conduct a conference & make a finding.
- Step 4: Within 10 days of the conference, the Dean of Student Affairs will submit in writing the decision of the committee to the President. The grievant may seek review of an adverse decision through the College President. The decision of the College President is final and is documented on the Grievance Form.

Complaints against this school may be registered with (and/or):

Illinois Board of Higher Education (IBHE)
431 East Adams, 2nd Floor
Springfield, Illinois 62701-1404
217.557.7359

Accrediting Council for Independent Colleges & Schools
(ACICS)
750 First Street NE, Suite 980
Washington, DC 20002-4223

Schools & Departments

Northwest Suburban College (NWSC) is organized by divisions referred to as *schools*. Currently, the College is separated into four schools; within those schools are several academic departments, and within those departments are several courses. The table below details the schools, their respective departments, and the relevant courses abbreviations.

NWSC's course numbering system uses an alphabetic discipline code followed by a numeric course number. The alphabetic prefix is the subject identifier while the three-digit code indicates the relative difficulty of the course (the higher the number, the more advanced the course). Introductory courses in core curricula (100-199) generally do not have prerequisites, intermediate courses (200-299) build on skill sets from introductory courses and generally have prerequisites, and advanced courses (300-399) are those requiring the completion of a significant number of credits completed prior to taking any of these courses.

School	Departments	Courses	
		Prefix	Discipline
School of Allied Health Sciences	Dental Assistant	DA	Dental Assistant
	Medical Assistant	MA	Medical Assistant
	Pharmacy Technician	PhT	Pharmacy Technician
School of Liberal Arts	English as a Second Language	ESL	English as a Second Lang.
	Humanities & Fine Arts	HUM	Humanities
		FA	Fine Arts
	Language & Literacy	ENG	English
		FL	Foreign Language
	Mathematics & Finance	ACCT	Accounting
		FIN	Finance
		MTH	Mathematics
	Social & Behavioral Sciences	HIS	History
		MKTG	Marketing
		PSY	Psychology
		SOC	Sociology
	Information Technology	IT	Information Technology
	Healthcare Information Technology	HIT	Healthcare Informatics
School of Basic Sciences	Biological Sciences	BIO	Biology
	Pharmaceutical Sciences	PS	Pharmaceutical Sciences
	Physical Sciences	CHEM	Chemistry
		PHYS	Physics
	Research & Development	RES	Research
DEV		Development	
School of Health Sciences	Health Sciences	HS	Health Sciences
	Healthcare Management	HM	Healthcare Management

Financials

Tuition & Fees

Undergraduate Studies Tuition & Fees

Undergraduate students are officially registered for courses upon completion of the enrollment process and establishment of payment arrangements with the Accounts Department. Estimated cost of attendance is provided using the minimum full-time credit hour requirements (12) and estimates of external expenses (room, board, etc.).

Domestic Undergraduate	
One-Time Incidental Fees	
Application	\$ 50.00
Registration	\$ 450.00
Student Services	\$ 100.00
Graduation	\$ 50.00
Current Trimester Tuition & Fees	
Full-Time Trimester Tuition 12-15 Credit Hours	\$ 6,550.00
Per Credit Tuition 1-11 Credit Hours or 16+ Credit Hours	\$ 437.00/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
Estimated External Expenses/Trimester	
Books and Supplies	\$ 500
Transportation	\$ 500
Housing	\$ 2,500
Estimated Cost of Attendance (COA)	
Estimated COA: First Academic Year (2 FT Trimesters)	\$ 18,540.00
Estimated COA: Academic Year (2 FT Trimesters)	\$17,880.00

International Undergraduate	
One-Time Incidental Fees	
Application	\$ 100.00
Registration	\$ 450.00
Graduation	\$ 50.00
Current Trimester Tuition & Fees	
Full-Time Trimester Tuition 12-15 Credit Hours; 16+ Credit Hours	\$ 7,205.00; \$ 480.00/hour
Lab Fee (Per Lab Course)	\$ 250.00/lab
Student Service Fee	\$ 250.00
Estimated External Expenses/Trimester	
Books and Supplies	\$ 500
Transportation	\$ 500
Housing	\$ 2,500
Estimated Cost of Attendance (COA)	
Estimated COA: First Academic Year (2 FT Trimesters)	\$ 23,010.00
Estimated COA: Academic Year (2 FT Trimesters)	\$ 22,410.00

School of Allied Health Sciences Tuition & Fees

Before registering for classes, the student must complete the enrollment process and establish payment arrangements with the Accounts Department.

Program	Start Date	Duration	Tuition	Incidental Fees		Total Cost
Dental Assistant	Enrollment every month	24 didactic wks; 28-32 wks total	\$ 9250	Application	\$ 50.00	\$ 9559
				Background Check	\$ 20.00	
				Uniform (2 sets)	\$ 13.00/each	
				Lab Coat	\$ 13.00	
				Graduation Fee	\$ 50.00	
				Healthcare Training: CPR, OSHA, HIPPA	\$ 50.00/each	
Medical Assistant	Enrollment every month	24 didactic wks; 28-32 wks total	\$ 9250	Application	\$ 50.00	\$ 9559
				Background Check	\$ 20.00	
				Uniform (2)	\$ 13.00/each	
				Lab Coat	\$ 13.00	
				Graduation Fee	\$ 50.00	
				Healthcare Training: CPR, OSHA, HIPPA	\$ 50.00/each	
Pharmacy Technician	Enrollment every month	12 didactic wks; 14-20 wks total	\$ 1950	Application	\$ 50.00	\$ 2246
				Background Check	\$ 20.00	
				Uniform	\$ 13.00	
				Lab Coat	\$ 13.00	
				Graduation Fee	\$ 50.00	
				Healthcare Training: CPR, OSHA, HIPPA	\$ 50.00/each	

Financial Policies

Accounts

Students are required to make all payments or develop payment plans prior to the start date of the course. Only students showing good standing will be eligible to register; those students account is not up to date will not be eligible to register until arrears have been paid. Other holds may be placed for this reason, as detailed in the Enrollment Agreement provided to each student during the enrollment process.

The Accounts Office representatives are available to assist prospective and current students on financial assistant information.

Payment Discount

Any student who makes a one-time full-tuition payment prior to the start date of the program will receive a five percent (5%) discount on the program tuition fee.

Institutional Refund Policy

Deposits and other incidental fees are nonrefundable; only tuition fees are refundable. Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from the institution using the NWSC Withdrawal Form, which is considered an "official withdrawal." If no notification of withdrawal is received, the College will use the last date of attendance to determine federal refund amounts ("unofficial withdrawal"). Refunds shall be computed based on the date listed on the withdrawal form or the last date of attendance. Tuition refunds shall be made within thirty (30) days of the date listed on the Withdrawal Form.

When notice of cancellation is given after the student's completion of the first day of attendance, the student will be financially responsible for the cost of any books or materials that have been provided by the College. There is no charge for returned textbooks that are unused (original packaging) and unmarked.

Refunds will be made according to the following refund schedule:

- When the notice of withdrawal is given after 5% of the term is completed but within the first four (4) weeks, Northwest Suburban College shall refund at least 80% of the tuition.
- When notice of withdrawal is given after the end of the fourth week, before completion of 25% of the term, Northwest Suburban College shall refund 55% of the tuition.
- When notice of withdrawal is given after 25% of the term is completed but before 50% of the term is completed, Northwest Suburban College shall refund 30% of the tuition.
- When the notice of withdrawal is given after 50% of the term is completed, Northwest Suburban College shall retain full tuition and no refund will be provided.
- When a student enrolls in a program lasting longer than twelve (12) months and withdraws during the first twelve (12) months, the refund formula shall be based on tuition owed for twelve (12) months. NWSC shall refund 100% of any tuition collected for the obligation beyond the twelve (12) months.

A full tuition refund will be given to any student if:

- the College does not accept the student;
- the College discontinues the program in which the student is enrolled and prevents the student from completion of the program;
- the College did not provide the prospective student with a copy of the student's valid enrollment agreement; or
- the College fails to conduct classes on days or times scheduled, detrimentally affecting the student. In such cases, the student is still required to complete and submit the Withdrawal Form.

Questions about refunds of tuition and other charges should be referred to the Accounts Department. Examples of refund calculations are available upon request.

Cancellation Policy

A full refund will be made to any student who cancels the enrollment contract within five (5) days (until midnight of the fifth day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed and a tour of the facility and inspection of the equipment is made by the prospective student, but prior to the first day of class.

Students who provide written notice of cancellation after midnight of the fifth day following acceptance and prior to the close of business on the student's first day of class attendance will be charged the application and registration fees. Students giving written notice of cancellation after the first day will follow the policies provided by the Refund Policy.

Federal Aid

Although the cost of a college education at Northwest Suburban College is relatively low, many students need and receive financial aid. Financial aid is available and applicants for admission are encouraged to apply. The Financial Aid Office welcomes inquiries about the wide range of financial aid opportunities available to NWSC students.

Students' Rights & Responsibilities

Student applicants for federal assistance have the right to ask:

- What financial assistance is available at Northwest Suburban College?
- What the deadlines are for submitting applications for financial aid?
- How is eligibility for financial aid determined?
- What portion of the financial aid received is "earned" and what portion is "unearned" (See Return of Title IV Policy)?
- What interest rate is carried by loan awards, what is the total repayable amount, what are the pay back procedures, in what length of time must the loan be repaid, and when does the repayment period begins?
- What are NWSC's requirements with regard to maintenance of satisfactory progress/ good standing, and what are the appeal procedures?
- What is NWSC's Return of Title IV Funds Policy?

Students who receive federal financial assistance at Northwest Suburban College have a responsibility to:

- Apply annually for financial aid, complete applications accurately, and submit them on time to the appropriate agency. Intentional misreporting of information is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all required forms, documentation, verification, corrections and/or new information in a timely fashion.
- Read, understand, and accept responsibility for all forms and agreements signed, and keep copies of every item signed.
- Become knowledgeable of the terms and conditions governing all assistance received.
- Maintain satisfactory progress and good academic standing as defined by the College.
- Know and comply with the institution's Return of Title IV Funds Policy.
- Be familiar with NWSC's requirements with regard to enrollment status and degree candidacy.

Students should also be aware of the following information regarding the Privacy Act:

- Under the Family Education Rights and Privacy Act (FERPA) of 1974, students are entitled to review their own financial aid records, files and data. Requests to review files must be made in writing to the Financial Aid Office.
- The use of a student's Social Security account number is protected under FERPA. For some programs, disclosure of the Social Security account number is required as a condition of participation. As an identifier, the Social Security account number is used in such program activities as determining program eligibility and certifying school attendance, student status, and processing and verifying grant payments.

Basic Eligibility Requirements for Need-Based Aid

Students who wish to be considered for need-based financial assistance must satisfy the following requirements, as stated by the Federal Student Aid, an office of the U.S. Department of Education

(<https://studentaid.ed.gov/sa/eligibility/basic-criteria>):

- demonstrate financial need;
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- if you're a male, be registered with Selective Service (You must register between the ages of 18 and 25.);
- be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- be enrolled at least half-time to be eligible for Direct Loan Program funds;
- maintain satisfactory academic progress in college;
- sign the certification statement on the Free Application for Federal Student Aid (FAFSA) stating that you are not in default on a federal student loan and do not owe money on a federal student grant and you will use federal student aid only for educational purposes; and
- show you're qualified to obtain a college education by having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate; completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives.

For more information on financial aid eligibility, including definitions, visit www.studentaid.ed.gov.

Types of Financial Aid

Federal Financial aid, which is based upon student need, is available in three forms: grants, loans, & work study.

- Grants: Generally, this aid does not need to be repaid. Exceptions may apply for students withdrawing from a program, where the grant converts and is requires repayment.
 - Federal grants include: Federal Pell Grant (formerly BEOG) and Federal Supplemental Education Opportunity Grant (FSEOG)
- Loans: This is borrowed money that must be repaid based upon the terms listed in the contract, including interest fees. Interest is an additional charge (outside of the amount borrowed) to be paid at a particular rate in return for borrowing money.
 - Federal loans include: Federal Subsidized Direct Loan, Federal Unsubsidized Direct Loan, and Parent PLUS Direct Loan
- Work-Study: A work program allows students to earn money to pay for school.
 - Federal work-study programs include: College Work-Study Program (FCWS)

Financial Aid Process

This process should be completed by the Financial Aid Priority deadline of April 15 to ensure full consideration for all available need-based aid. Students who fail to complete the process at least one month prior to the beginning of each academic term should plan to bring sufficient funds to cover tuition, fees, books and supplies, as well as living expenses.

1. If you do not already have an FSA ID, apply for one at FSA ID site at <https://studentaid.ed.gov/npas/index.htm>. You need a FSA ID to electronically sign your FAFSA (Federal Application for Student Aid). If you are a dependent student (under the age of 24), your parents will also need to apply for an FSA ID in order to electronically sign your FAFSA.
2. Complete and submit the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Processing generally requires from four to six weeks.
3. Students receive a copy of the Student Aid Report (SAR) upon completion of processing. Students should check the SAR for accuracy and forward corrections to the NWSC Financial Aid Office.
4. The Federal Department of Education requires institutions to verify a minimum of 30 percent of their federal aid applicants. Students chosen for verification are required to complete the NWSC Financial Aid Verification forms and request a tax transcript from the IRS and forward to the Financial Aid Office. Parents of dependent students are required to also request a tax transcript from the IRS.
5. Once accepted to NWSC, complete the online Financial Aid Orientation Workshop. The Financial Aid Orientation workshop is designed to familiarize students with the rules and regulations governing all Title IV Federal Aid programs. Title IV Federal Aid includes the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), college work study (CWS), and all Federal Direct subsidized and unsubsidized student loan programs.

Students will not be considered for financial aid until all admission and financial aid application requirements have been satisfied. Northwest Suburban College endorses the principle that most aid should be granted to students based upon financial need and that students and their parents should finance the cost of a college education to the degree they are able. Financial need is determined on the following basis:

1. Establish the cost to attend NWSC (includes tuition and fees, books and supplies, room, transportation, and miscellaneous personal expenses)
2. Subtract the family contribution (determined by submitting the FAFSA on the basis of federally established guidelines)
3. Subtract Pell Grant eligibility, if any
4. Subtract non need-based aid received (includes institutional and private donor scholarships, WIA, and any other aid forwarded to the college to be disbursed to the student).
5. Result equals unmet need

Verification Process

Verification is a review process which documents select data elements of a student's FAFSA. In this review, the financial aid staff compares the student's application with information provided in the required verification documents.

A student's FAFSA record can be chosen for verification based on random selection, irregularities of data, or selection criteria determined by NWSC each year. Any student selected for verification will be contacted by NWSC Financial Aid staff and will be required to submit the appropriate documentation to validate the information

provided on their FAFSA. Generally, documentation includes IRS tax information and a verification worksheet. Required documents can be sent back to the address and by the deadline provided by the NWSC Financial Aid staff.

Once all required documents are received, the financial aid staff will complete the verification review. Any discrepancies found during the verification review process will be corrected on the FAFSA and reprocessed through the FAFSA Central Processing System (CPS). Additionally, the student's financial aid package will be recalculated using the updated FAFSA and its EFC calculation.

While a student selected for verification can choose to not complete the verification process, s/he will forfeit their chances of receiving federal financial aid. Therefore, if you are selected for verification, you cannot receive any of your federal and need-based aid until the verification process is complete.

Packaging Policy

Financial aid shall be awarded using the following packaging concept. All applicants who complete the financial aid application process shall be awarded amounts from the following funds and in the following order subject to fund availability and determined student unmet need.

1. Establish unmet need (See Step 5 above.)
2. Subtract Federal Supplemental Education Opportunity Grant (FSEOG)
3. Subtract Federal Work Study
4. Subtract Federal Direct Subsidized Loan

A financial aid award letter is mailed to eligible students who complete the application process. At this time, students have the option to decline or accept any or all awards offered. The award letter must be completed, signed, and returned within two weeks to insure all applicable funds are ready for disbursement by the beginning of the semester.

Financial Aid Disbursements

Student financial aid for fall and spring semesters from the Federal Pell, FSEOG, Federal Direct Loans and State Loan programs is disbursed to students in three equal increments each term. Charges incurred by students for tuition, fees, and books are deducted from their financial aid awards prior to the release of funds to the students.

If a student has a credit balance from Title IV funds received, a refund will be made to a student within 14 days.

Student Loan Debt Management

Students who are considering a loan as part of their financial aid package owe it to themselves to become aware of the implications borrowing money to attend college can have on their future financial situation. First-time borrowers at NWSC are required to attend a student loan entrance counseling workshop and complete all student loan workshop requirements prior to receipt of their first disbursement. Entrance counseling provides the following information:

- a. definitions and differences among all student loan programs
- b. explanation on how the student's total loan eligibility was calculated
- c. applicable grace period allowed along with explanation of deferments and forbearances offered
- d. explanation and definition of default and its consequences
 - liability for expenses incurred for collection
 - damaged credit rating for at least seven years
 - loss of deferment options
 - possible seizure of federal and state income tax refunds
 - possible garnishment of wages
 - loss of eligibility for further Federal Title IV student assistance
- e. example of student loan repayment schedule
- f. loan consolidation information
- g. estimated average entry level salaries for various occupations
- h. borrower's responsibility to repay his/her loan and to notify lenders of any change of name, address, telephone number or Social Security number
- i. how to access and retrieve information from the National Student Loan Data System

All students who borrowed at any time during the current academic year will be required to complete an exit loan counseling session prior to the end of the academic year. This process provides students with information regarding their rights, responsibilities and obligations to the student loan program.

Return of Title IV Funds

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from the institution using the NWSC Withdrawal Form, which is considered an "official withdrawal." If no notification of withdrawal is received, the College will use the last date of attendance to determine federal refund amounts ("unofficial withdrawal"). Refunds shall be computed based on the date listed on the withdrawal form or the last date of attendance.

Students who receive federal Title IV assistance and who officially or unofficially withdraw from classes at NWSC may be required to repay a portion of the federal aid they have received. The timeline for returning funds to the federal government is 45 days.

The student earns his/her aid based on the period of time s/he remains enrolled. During the first 60% of the enrollment period, a student is entitled to retain a percentage of his/her grant or loan assistance directly proportional to the percentage of the period of enrollment that was completed and for which assistance was awarded. If the day the student ceases to attend classes or officially withdraws after the student has completed 60 percent of the period of enrollment, the student is entitled to retain 100 percent of their grant or loan assistance awarded for the period of enrollment.

Post-Withdrawal Disbursements

A post-withdrawal disbursement is offered to the student if, prior to withdrawing, s/he earned more federal financial aid than was disbursed. If a student is eligible for a post-withdrawal disbursement for Title IV funds, it will be processed for the student and a refund will be issued within 7 days of the credit balance.

If the post-withdrawal disbursement includes loan funds, Northwest Suburban College must get the student's permission before it can disburse the loan. Students may choose to decline some or all of the loan funds so that s/he does not incur additional debt. A notice will be sent out to the student, and the signed, original document must be returned to the College within 14 days.

Northwest Suburban College may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. However, NWSC needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give his/her permission, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce his/her debt at the school.

It is also important to understand that accepting a post-withdrawal disbursement of student loan funds will increase a student's overall student loan debt that must be repaid under the terms of the Master Promissory Note. Additionally, accepting the disbursement of grant funds will reduce the remaining amount of grant funds available to the student should s/he continue his/her education at a later time.

Please see the Financial Assistance Dept. for more information.

Steps to Calculate Return of Title IV Funds

1. Determine percentage of the enrollment period student completed.
 - SBS: Number of days completed/Number of days in term = Percentage Completed*
 - SAHS: Number of hours completed/Number of hours in program = Percentage Completed*
2. Apply the percentage of period completed to total awarded Title IV aid, which is referred to as Earned Aid.
 - Percentage Completed x Total Aid = Earned Aid*
3. Determine the amount of institutional charges assessed.
 - Percentage Completed x Total Institutional Charges = Assessed Charges*
4. Subtract the Earned Aid from the awarded aid, which is considered the Unearned Aid.
 - Total Aid – Earned Aid = Unearned Aid that must be returned*
5. Distribute the responsibility for returning Unearned Aid between NWSC and the student.
 - a. If Unearned Aid is greater than Assessed Charges, Unearned Aid must be returned by the Student.
 - b. If Unearned Aid is less than Assessed Charges, Unearned Aid must be returned by the College.
6. Unearned Aid returned by the College and/or the student will be allocated to the Title IV Programs from which the student received assistance in the following order:
 - a. Federal Unsubsidized Direct Loan
 - b. Federal Subsidized Direct Loan
 - c. Federal PLUS Loan
 - d. Federal Pell Grant
 - e. Federal SEOG Grant

The College must allocate its share of Unearned Aid first. The student's share is fully allocated among the programs not satisfied by the College's share. Then, any portion of the student's share that is allocated to a grant program is reduced by 50 percent.

Grants may be repaid over a two-year period under a satisfactory repayment arrangement with the NWSC Accounts Office. Any portion of the student's share that is allocated to a loan program is repaid under the terms and conditions of the loan as specified in the promissory note.

Code of Conduct for Financial Aid Professionals

As students are expected to meet all standards of the NWSC Code of Conduct, financial aid professionals are expected to help students achieve their educational potential by providing appropriate financial resources. To this end, this statement provides that the financial aid professional shall:

- Be committed to removing financial barriers for those who wish to pursue postsecondary learning.
- Make every effort to assist students with financial need.
- Be aware of the issues affecting students and advocate their interests at the institutional, state, and federal levels.
- Support efforts to encourage students to aspire to and plan for education beyond high school.
- Educate students and families through quality consumer information.
- Respect the dignity and protect the privacy of students, and ensure the confidentiality of student records and personal circumstances.
- Ensure equity by applying all need analysis formulas consistently across the institution's full population of student financial aid applicants.
- Provide services that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status.
- Recognize the need for professional development and continuing education opportunities.
- Promote the free expression of ideas and opinions, and foster respect for diverse viewpoints within the profession.
- Commit to the highest level of ethical behavior and refrain from conflict of interest or the perception thereof.
- Maintain the highest level of professionalism.

With these items in mind, the Financial Aid Staff will abide by the following standards, as stated by the National Association of Student Financial Aid Administrators (NASFAA):

1. No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.
 - a. Employees within the financial aid office will not award aid to themselves or their immediate family members. Staff will reserve this task to an institutionally designated person to avoid the appearance of a conflict of interest.
 - b. If a preferred lender list is provided, it will be compiled without prejudice and for the sole benefit of the students attending the institution. The information included about lenders and loan terms will be transparent, complete, and accurate. The complete process through which preferred lenders are selected will be fully and publically disclosed. Borrowers will not be auto-assigned to any particular lender.
 - c. A borrower's choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution's preferred lender list.

- d. No amount of cash, gift, or benefit in excess of a de minimis amount shall be accepted by a financial aid staff member from any financial aid applicant (or his/her family), or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).
2. Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.
3. Institutional award notifications and/or other institutionally provided materials shall include the following:
 - a. A breakdown of individual components of the institution's Cost of Attendance, designating all potential billable charges
 - b. Clear identification of each award, indicating type of aid
 - c. Standard terminology and definitions, using the NASFAA's glossary of award letter terms
 - d. Renewal requirements for each award
4. All required consumer information is displayed in a prominent location on the institutional website and in any printed materials, easily identified and found, and labeled as "Consumer Information."
5. Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.

For questions regarding financial aid, contact the NWSC Financial Aid Office.

Private Financial Aid

Northwest Suburban College makes every effort to insure that qualified students will not be denied a college education because they are unable to meet the expenses of attendance.

Financial assistance is based on demonstrated financial need. This is the difference between a student's (or family's) resources and the cost of attending college. Assistance is available in the form of private grant-in-aid programs (not required to be paid back) as well as loans (borrowed money required to be paid back, often with interest charges) to any eligible students pursuing a degree or certificate program.

Students interested in private financial aid must complete both the Free Application for Federal Student Aid (FAFSA) as well as the NWSC Financial Assistance Form and submit last year's tax return to the Financial Assistance Department. Additional documentation, including bank statements and pay stubs, may be requested.

For detailed information on the financial assistance processes, including updated opportunities, student eligibility requirements, criteria for selecting recipients and for determining the award amounts, as well as terms and conditions of financial assistance, contact the NWSC Financial Assistance Department.

Private, Non-Interest Bearing Loan

Students in the both the undergraduate and certification programs may apply for private loans offered through the institution. Loan amounts range from \$1,000-\$4,000, based on the student's needs and will not incur interest charges. Payments may begin up to 2 years after the date of agreement.

Installment Payments

NWSC also offers a select number of deferred payment plans to students. This allows students to spread their tuition payments over the course of the term. This is a non-interest bearing deferment that allows students to pay as they go.

Private Grants

NWSC provides both merit-based and need-based grants for undergraduate and certificate students, based on the program of choice and qualifications. Private aid is converted into a loan if the student does not complete the program for which s/he is enrolled (based on the Enrollment Agreement).

Merit-Based Grants

Merit-based grants are awarded to full-time domestic and international students in the undergraduate programs. International students interested in merit-based grants must submit evidence of high achievements in previous schools. Supporting document examples including letter from President, Chair, or other school official certifying top 1% of class is needed.

Two such grants include the following:

- Presidential Grant (1 available per year): For first-time, full-time freshman students, this prestigious grant provides 100% tuition waiver for a four (4) academic-year education. Requirements include a minimum high school CGPA of 3.95/4.00 for eligibility and maintenance of a minimum CGPA of 3.7.
- Dean's Grant (2 available per year): For first-time freshman students, this generous grant provides 50% tuition waiver for a four (4) academic-year education. Requirements include a minimum high school CGPA of 3.65/4.00 for eligibility and maintenance of a minimum CGPA of 3.5.

Need-Based Grants

Need-based grants are available to both domestic undergraduate students as well as students enrolled in certification programs. Students must fully utilize all available federal funds in order to qualify for these grants. Grant amounts are based on the household income and include a term tuition reduction of 20%-50%.

Zakat Funds

Zakat funds are donated funds for students of the Islamic faith. In an effort to help students achieve their academic goals and career goals, these funds are collected and distributed as need-based grants for qualifying Muslim students. Students must be enrolled in any program and complete additional paperwork acknowledging and accepting eligibility terms and conditions.

Undergraduate Studies



School of Liberal Arts



School of Basic Sciences



School of Health Sciences

Academic Calendar

Below is a list of federal holidays for the 2016-2018 terms. In cooperation with the instructor, missed course hours must be made up prior to completion of the term.*Please note that classes are regularly scheduled on Constitution Day, but the College will host Constitution Day events on campus. **Eid holidays are estimated dates and may change.

FALL 2016			
		Syllabus Due	Monday, July 25
Registration Begins	Monday, August 1		
FALL Classes Begin	Tuesday, September 6		
Eid al-Adha**	Monday, September 12		
Last Date to Add Course	Monday, September 12		
Last Date to Drop Course	Friday, September 16		
Constitution Day*	Friday, September 16		
Midterm Week Begins	Monday, October 24	Midterm Grades Due	Monday, October 31
Last Day to Withdraw (W)	Friday, November 11		
Graduation Packet Due	Friday, November 11		
Thanksgiving Day	Thursday, November 24		
Finals Week Begins	Monday, December 19		
Last Day of Term	Saturday, December 24	Final Grades Due	Friday, December 30
WINTER/SPRING 2017			
		Syllabus Due	Monday, November 21
Registration Begins	Monday, November 28		
WINTER Classes Begin	Tuesday, January 3		
Last Date to Add Course	Monday, January 9		
Last Date to Drop Course	Friday, January 13		
Martin Luther King, Jr. Day	Monday, January 16		
Midterm Week Begins	Monday, February 20	Midterm Grades Due	Monday, February 27
Last Day to Withdraw (W)	Friday, March 10		
Graduation Packet Due	Friday, March 10		
Finals Week Begins	Monday, April 17		
Last Day of Term	Saturday, April 22	Final Grades Due	Friday, April 28
SUMMER 2017			
		Syllabus Due	Monday, March 20
Registration Begins	Monday, March 27		
SUMMER Classes Begin	Monday, May 1		
Last Date to Add Course	Monday, May 8		
Last Date to Drop Course	Friday, May 12		
Memorial Day	Monday, May 29		
Midterm Week Begins	Monday, June 19	Midterm Grades Due	Monday, June 26
Eid al-Fitr**	Monday, June 26		
Independence Day	Tuesday, July 4		
Last Day to Withdraw (W)	Friday, July 7		
Graduation Packet Due	Friday, July 7		
Finals Week Begins	Monday, August 14		
Last Day of Term	Saturday, August 19	Final Grades Due	Friday, August 25

FALL 2017			
		Syllabus Due	Monday, July 24
Registration Begins	Monday, July 31		
Eid al-Adha**	Friday, September 1		
FALL Classes Begin	Tuesday, September 5		
Last Date to Add Course	Monday, September 11		
Last Date to Drop Course	Friday, September 15		
Constitution Day*	Monday, September 18		
Midterm Week Begins	Monday, October 23	Midterm Grades Due	Monday, October 30
Last Day to Withdraw (W)	Friday, November 10		
Graduation Packet Due	Friday, November 10		
Thanksgiving Day	Thursday, November 23		
Finals Week Begins	Monday, December 11		
Last Day of Term	Monday, December 18	Final Grades Due	Saturday, December 23
WINTER/SPRING 2018			
		Syllabus Due	Monday, November 20
Registration Begins	Monday, November 27		
WINTER Classes Begin	Tuesday, January 2		
Last Date to Add Course	Monday, January 8		
Last Date to Drop Course	Friday, January 12		
Martin Luther King, Jr. Day	Monday, January 15		
Midterm Week Begins	Monday, February 19	Midterm Grades Due	Monday, February 26
Last Day to Withdraw (W)	Friday, March 9		
Graduation Packet Due	Friday, March 9		
Finals Week Begins	Monday, April 9		
Last Day of Term	Monday, April 16	Final Grades Due	Saturday, April 21
SUMMER 2018			
		Syllabus Due	Monday, March 19
Registration Begins	Monday, March 26		
SUMMER Classes Begin	Monday, April 30		
Last Date to Add Course	Monday, May 7		
Last Date to Drop Course	Friday, May 11		
Memorial Day	Monday, May 28		
Eid al-Fitr**	Friday, June 15		
Midterm Week Begins	Monday, June 18	Midterm Grades Due	Monday, June 25
Independence Day	Wednesday, July 4		
Last Day to Withdraw (W)	Friday, July 6		
Graduation Packet Due	Friday, July 6		
Finals Week Begins	Monday, August 6		
Last Day of Term	Monday, August 13	Final Grades Due	Saturday, August 18

Domestic Undergraduate Admissions

Northwest Suburban College (NWSC) has a rolling admission policy. Please note the following requirements are for general entrance to the College. Admission to a specific program may require fulfilling its own entrance criteria.

Degrees are issued upon completion of all requirements, including externships where applicable, with a cumulative grade point average (CGPA) of 2.0/4.0, unless otherwise noted.

General Admission Requirements

- High school diploma or GED
- Minimum high school CGPA of 2.5/4.0 or minimum college transfer CGPA of 2.75/4.00
 - Provisional acceptance may be provided to students who do not meet this requirement. Contact the Admissions Representative for more information.
- Vaccination from measles, mumps, rubella, diphtheria, and tetanus or documented exemption

Freshman Admission Steps

- Meet with the Admissions Representative for information about the programs.
- Complete the NWSC Application for Admission and submit the application fee.
 - Applications are available in the NWSC Admissions Office or on the College website (www.nwsc.edu).
- Request your official high school transcript, showing the courses taken and grades received, be sent directly from the school to:
 - Northwest Suburban College
Undergraduate Admissions Office
5999 S. New Wilke Road, Building # 500
Rolling Meadows, IL 60008
 - At the time of enrollment, students may provide an unofficial copy of the high school transcript. However, students must submit the official transcript to the College prior to completion of the first term or the deadline designated by the Admissions Representative. Failure to do so will result in Administrative Withdrawal from the trimester.
 - Please note that transcripts will be retained for one year from the date of receipt for applicants who do not subsequently enroll.
- If available, submit the ACT or SAT score, either as an official report or through an official high school transcript.
- High school advanced placement (AP) courses may receive college credit upon receipt of the official AP exam report indicating a score of 4 or higher.
- Submit proof of immunity detailing the month, day, and year of vaccine receipt for, at a minimum, measles, mumps, rubella, diphtheria, and tetanus.
 - For acceptable documentation and exemptions, see College Policies, Vaccinations.
- Set up payment arrangements with the NWSC Accounts Office.
- Attend the Student Orientation on the scheduled date.

Returning Student Admission Steps

- Reapply for admission by completing an Application for Admission.
- Meet with a Student Advisor.
- Attend the NWSC Student Orientation on the scheduled date.

Transfer Student Admission Steps

- Meet with the Admissions Representative for information about the programs.
- Complete the NWSC Application for Admission and submit the application fee.
 - Applications are available in the NWSC Admissions Office or on the College website (www.nwsc.edu).
- Request all official college transcript(s) showing the courses taken and grades received from accredited college(s) to be sent directly from the school to:
 - Northwest Suburban College
 - Undergraduate Admissions Office
 - 5999 S. New Wilke Road, Building # 500
 - Rolling Meadows, IL 60008
 - At the time of enrollment, students may provide an unofficial copy of college transcripts. However, students must submit the official transcripts to the College prior to graduation in order for courses to be officially transferred.
 - Please note that transcripts will be retained for one year from the date of receipt for applicants who do not subsequently enroll.
- Submit proof of immunity detailing the month, day, and year of vaccine receipt for, at a minimum, measles, mumps, rubella, diphtheria, and tetanus.
 - For acceptable documentation and exemptions, see College Policies, Vaccinations.
- Set up payment arrangements with the NWSC Accounts Office.
- Attend the Student Orientation on the scheduled date.

Transfer Credit Information

Once official transcripts are received, the following policies may apply to transfer credits:

- NWSC may transfer up to 25 credit hours with grades of B or higher for the associate programs and up to 55 credit hours with grades of B or higher for the bachelors programs.
 - Though infrequent, exceptions may be made by the Assistant/Dean of Academic Affairs for courses with grades of C or higher and/or the number of transferred credits.
- Student advisors will determine transferrable credits and notify the student in writing.
- Transfer hours can be used towards the new degree, but the transfer credit will not be included in the current GPA.
- Transfer courses with credits that are greater than the NWSC equivalent course will be given the NWSC course credit amount. Transfer courses with credits that are less than the NWSC equivalent course will be given the transfer credit amount.
- No credit for coursework completed at another institution will be accepted if the same or equivalent course is taken at Northwest Suburban College.
- Credits for transfer courses completed more than 10 years before the time of admission may be denied.
- Transfer credits will be applied to the degree program requirements if the student successfully completes the remaining coursework in his/her major field of study.

- Foreign transcripts must be evaluated at the student's expense by an outside agency, or if an exception is made by the Dean of Academic Affairs.
- Transferring students may refer to the State of Illinois guidelines.

Cooperative Program Admission Requirements

Students in the Cooperative Programs will be evaluated for program acceptance upon completion of three consecutive trimesters at NWSC. Students who have maintained the minimum CGPA in NWSC's undergraduate program may qualify for admission to the cooperative university's medical program.

International Undergraduate Admissions

Northwest Suburban College (NWSC) has SEVP approval to offer F-1 student visas for qualifying students interested in language & undergraduate programs. Currently, international students are eligible to apply for the Associate of Science in Biology program.

NWSC has a rolling admission policy. Please note the following requirements are for general entrance to the College. Admission to a specific program may require fulfilling its own entrance criteria.

Degrees are issued upon completion of all requirements, including externships where applicable, with a cumulative grade point average (CGPA) of 2.0/4.0, unless otherwise noted.



General Admission Requirements & Steps

International students seeking admission to NWSC are encouraged to apply at least 3 months in advance of the proposed admission date. NWSC trimester start dates occur in September, January, and May.

- Submit a completed Admissions Application with the \$100 International Student Application Fee as well as official transcripts.
 - Applications can be downloaded & returned or completed on the College website (www.nwsc.edu).
 - It is very important you provide exact, detailed information in your application.
 - Students who have not yet started any college courses are to submit their high school/10+2 transcript, and students who have completed any college credits are to submit any/all college transcripts.

Transcripts should be mailed to:
 International Student Admissions
 5999 S. New Wilke Road, Building 500
 Rolling Meadows, IL 60008-4504
 United States of America

- Foreign transcripts must be evaluated at the student's expense by an outside agency, or if an exception is made by the Dean of Academic Affairs.
- Payments may be made in the form of a money order or check (sent with the application) or credit card payment.
- Submit an official copy of your TOFEL score, if available.
 - Students who have not completed the TOFEL exam will be tested on their language abilities and may be required to complete remedial language courses.
- Submit a color copy of your passport.
- Submit the Personal Statement.
 - This typed, one-page, single spaced document should reflect on why you are interested in pursuing your education at NWSC as well as your future personal and professional goals. Additionally, students may use this opportunity to address any items relevant to college admissions.
- Submit two letters of recommendation (academic in nature).
- Submit proof of funds.
 - Students must submit financial evidence that you/your spouse/your parents have sufficient funds to cover tuition and living expenses for, at a minimum, one academic year (two trimesters) of education at NWSC. Acceptable document include tax documents, original bank records, and/or statements.
- Set up payment arrangements with the NWSC Accounts Office.
 - Upon enrollment, international students are required to submit payment of two trimesters.
- Attend the Student Orientation on the scheduled date.

NWSC will review your application and notify you of the admissions decision within 30 days of receiving your application and all supporting materials. Accepted students will receive the acceptance letter as well as the signed Form I-20 required for obtaining an F-1 student visa. Please note that all application materials will be retained for one year from the date of receipt for applicants who do not subsequently enroll.

Accepted International Students: Next Steps

Accepted students will receive the acceptance letter as well as the signed Form I-20 required for obtaining an F-1 student visa. Once you receive the official notification from NWSC, a College representative will create a SEVIS Record on your behalf. (This information will match you Admissions Application information).

1. NWSC will send you the Acceptance Letter along with the Form I-20 signed by the Designated School Official (DSO).
2. Pay the SEVIS I-901 fee prior to applying for a student visa, applying for student status at a point-of-entry, or apply for change of status within the United States. *Be sure to save a copy of the receipt.*
 - Pay online: <http://www.fmjfee.com>
 - Western Union using the Western Union quickpay option to remit payment
 - Check or money order mailed to SEVP
3. Apply for an F-1 visa with your local U.S. consulate or embassy. Refer to <http://usembassy.state.gov/> for more information, including how to apply and setting up an interview appointment.
4. Once you are scheduled for a visa interview with your local U.S. consulate or embassy, you must bring several items with you to the interview, including:
 - The signed Form I-20 issues to you by Northwest Suburban College
 - A completed application Form DS-156, together with Form DS-158. Both forms must be completed and signed
 - A passport valid for at least 6 months after the proposed date of entry into the U.S.
 - One (1) 2x2 photograph
 - The fee receipt to show payment of the visa application
 - The fee receipt to show payment of the visa issuance fee, if applicable
 - The fee receipt showing payment of SEVIS I-901
 - All transcripts and diplomas from previous institutions attended
 - Financial evidence showing that you or your sponsor has sufficient funds to cover tuition and living expenses during the period of intended study (for example, tax documents; original bank records and/or statements; if business owner: business registration, licenses, tax documents, original bank records and/or statements)
 - Applicants with dependents must also provide proof of relationship to their spouse and/or children (for example, marriage and birth certificates)
5. Once approved, notify your NWSC Contact and bring the required documents needed for the visa interview (listed in Step 4 above) to the airport to show the U.S. Customs and Boarder Protection (CBP) Officers.

Your NWSC Contact will periodically contact you through email for updates. *You are required to report Northwest Suburban College within 30 days of the program's start date (listed on your Form I-20).*

General Studies & Pre-Professional Program

General Education

NWSC's Pre-Professional Program includes general education courses that follow the Illinois Articulation Initiative (IAI) guidelines and provides students with requisites to most degrees, such as medicine, dentistry, pharmacy, and nursing. The IAI general education components include:

- Communications: 9 credit hours
- Humanities & Fine Arts: 9 credit hours
- Physical & Life Sciences: 7-8 credit hours (one lab course from either life or physical sciences)
- Mathematics: 3-6 credit hours
- Social and Behavioral Sciences: 9 credit hours

Students must complete one course on human diversity (state required) from the IAI website (www.itransfer.org). N designates human diversity from a non-Western perspective. Students must complete one course from each of physical and life sciences and one course must include a laboratory. One course must be chosen from each area of the humanities and fine arts group. Courses from the social and behavioral group must be chosen from at least two subject areas.

The general education component of each undergraduate program is designed to provide students with a solid foundation by exposing them to different areas of studies. In addition to strengthening effective communication and critical thinking skills, courses offer greater insight to students choosing their lifelong careers. Moreover, as requisites for graduation from each undergraduate program, these courses include students from a variety of backgrounds, thereby providing a real-world, diverse interactive experience. Hence, upon completion of the general education components, the student should:

- develop a range of interests and communicate these curiosities through critical inquiry and problem solving;
- identify civic and community involvement;
- understand diverse perspectives by communicating an appreciation of differences and its impact on personal and professional lives; and
- utilize learning skills gained to actively pursue knowledge and apply new information and skills in interdisciplinary approaches.

Students may choose from the following:

Area	Min. Required Credits	NWSC Course
Communications <i>Students must complete a minimum of two writing courses and one course in oral communication.</i>	9	ENG 101/ English Language & Composition I ENG 102/ English Language & Composition II ENG 202/ Fundamentals of Speech Communication
Humanities & Fine Arts <i>One course must be chosen from humanities group and one course from the fine arts group. * HUM 203 is an interdisciplinary course that satisfies either humanities or fine arts areas.</i>	9	Humanities HUM 201/ World Religions HUM 202/ World Civilizations HUM 203/ Humanities Appreciation* HUM 205/ Introduction to Ethics Fine Arts FA 102/ Music Appreciation FA 103/ Religion in Architecture HUM 203/ Humanities Appreciation*
Mathematics	3-6	MTH 121/ College Algebra/ Pre-Calculus MTH 122/ Calculus MTH 201/ Statistics
Physical & Life Sciences <i>Students must complete one course from each science and one course must include a laboratory.</i>	7-8	Life BIO 101/ Principles of Biology Physical CHEM 101/ General Chemistry I PHYS 201/ General Physics I
Social & Behavioral Sciences <i>Courses from the social and behavioral group must be chosen from at least two subject areas.</i>	9	Behavioral PSY 101/ Principles of Psychology Social HIS 120/ U.S. History & Government SOC 101/ Principles of Sociology I

School of Basic Sciences

Biology

NWSC is committed to preparing its students for advancement and growth in the field of biology. Students whose concentration is in biology explore and understand the concepts and fundamentals of living organisms. Topics covered include, but are not limited to, cell and molecular biology, evolutionary biology, environmental biology, genetics, microbiology, and embryology.

The College offers an Associate of Science in Biology and a Bachelor of Science in Biology. In addition, students may seek an accelerated biology curriculum as preparation for the MCAT Exam or for admission to an affiliated institution's MD program. The latter, dual-degree track necessitates successful completion of additional courses through a set program. Upon successful completion, students are either awarded an Associate of Science or a Bachelor of Science degree.

Either option will prepare students for a variety of careers and enable them to be highly sought-after in this competitive, rapidly evolving, and expanding field.

Associate of Science in Biology

The Associate of Science in Biology Program provides the basic foundation in the study of biology and is designed to be completed in four trimesters. During this time, students will complete the required general education and core courses, which focus on natural and biological sciences. Upon successful completion of all requirements, students are awarded an Associate of Science in Biology.

Students following this track may receive this degree as their terminal degree and seek employment after graduating, or they may continue to pursue a bachelor's degree at NWSC or transfer to another institution.

Requirements for Graduation

- Complete a minimum of 64 credit hours (29 general education credit hours, 32 core credit hours, and 3 required credits).
- In order to obtain a degree from NWSC, transfer students from other accredited colleges must complete, at a minimum, the last 12 credit hours of required coursework at NWSC.
- Maintain a minimum CGPA of 2.0/4.0.

Program Objectives

Upon completion of the associate of science in biology program, the graduate should:

- understand how biology in particular, and science in general, relate to our lives.
- become conscious of social problems relevant to the life sciences.
- demonstrate a broad knowledge of general areas of biology and the fundamentals of living organisms, including evolution, diversity, ecology, cell and molecular biology, microbiology, embryology, and genetics, and the ability to apply this knowledge to address new questions.

- understand the scientific method, and appreciate the role and value of research.
- appreciate the use of science as a way of thinking and problem-solving, (i.e., make key observations, ask questions, formulate hypotheses, design experiments, collect and analyze data, draw logical conclusions, and explain and defend those conclusions to others).
- demonstrate the ability to critically search, read, and evaluate primary literature.
- develop effective written and verbal communication skills.

Occupational Objective

While this program provides the foundation for those interested in pursuing advanced degrees in biology, graduates are prepared to work in entry-level positions as laboratory technicians or assistants in medical offices, hospitals, or research facilities.

Program of Study

Table 1. Requirements for an Associate of Science in Biology

Area	Min. Credit Hrs	Course Code	Course Name	Course Credit Hrs
Communications	9	ENG 101	English Language and Composition I	3
		ENG 102	English Language and Composition II	3
		ENG 202	Fundamentals of Speech Comm.	3
Mathematics	8	MTH 121	College Algebra/Pre-Calculus	4
		MTH 122	Calculus	4
Humanities & Fine Arts	6		<i>HUM Elective</i>	
			<i>FA Elective</i>	
Social and Behavioral Sciences	6	PSY 101	Principles of Psychology	3
			<i>SOC or HIS Elective</i>	
Core	32	BIO 101	Principles of Biology	5
		BIO 102	Cellular & Molecular Biology	5
		BIO 200	Evolutionary Biology	4
		BIO 210	Genetics	4
		CHEM 101	General Chemistry I	5
		PHYS 201	General Physics I	4
			<i>Science Elective</i>	
	<i>Science Elective</i>			
Research & Development	3		<i>Research & Development Elective</i>	
			<i>Research & Development Elective</i>	

Table 2. Suggested Plan of Study for Associate of Science in Biology

Trimester	Course Code	Course Title	Credits
1 st Trimester	BIO 101	Principles of Biology	5
	ENG 101	English Language & Composition I	3
	HUM 201	World Religions	3
	MTH 121	College Algebra/Pre-Calculus	4
	PSY 101	Principles of Psychology	3
			18
2 nd Trimester	BIO 102	Cellular & Molecular Biology	5
	ENG 102	English Language & Composition II	3
	MTH 122	Calculus	4
	SOC 101	Principles of Sociology I	3
	RES 200	College Seminar	2
			17
3 rd Trimester	BIO 200	Evolutionary Biology	4
	BIO 201	Anatomy & Physiology I	4
	CHEM 101	General Chemistry I	5
	ENG 202	Fundamentals of Speech Communication	3
			16
4 th Trimester	BIO 210	Genetics	4
	FA 103	Religion in Architecture	3
	PHYS 201	General Physics I	4
	RES 210	Community Service	2
			13
Total Credit Hours			64

Associate of Science in Biology, Pre-Medicine Concentration

Requirements for Graduation

- Satisfactory completion of minimum 90 credit hours, as defined in the required courses below
- Minimum CGPA of 3.0/4.0

For more information, refer to the Cooperative Programs section.

Program of Study

Table 3. Required Courses for AS in Biology, Pre-Medicine Concentration

Area	Min. Credit Hrs	Course Code	Course Name	Course Credit Hrs
Communications	9	ENG 101	English Language and Composition I	3
		ENG 102	English Language and Composition II	3
		ENG 202	Fundamentals of Speech Comm.	3
Mathematics	8	MTH 121	College Algebra/Pre-Calculus	4
		MTH 122	Calculus	4
Humanities & Fine Arts	6		<i>HUM Elective</i>	
			<i>FA Elective</i>	
Social and Behavioral Sciences	9	PSY 101	Principles of Psychology	3
		SOC 101	Principles of Sociology I	3
			<i>Elective</i>	
Core	60	BIO 101	Principles of Biology	5
		BIO 102	Cellular & Molecular Biology	5
		BIO 104	Medical Terminology	2
		BIO 200	Evolutionary Biology	4
		BIO 201	Human Anatomy & Physiology I	4
		BIO 202	Human Anatomy & Physiology II	4
		BIO 210	Genetics	4
		CHEM 101	General Chemistry I	5
		CHEM 102	General Chemistry II	5
		CHEM 201	Organic Chemistry I	5
		CHEM 202	Organic Chemistry II	5
		CHEM 321	Biochemistry I	4
		CHEM 322	Biochemistry II	4
		PHYS 201	General Physics I	4
Research & Development	3		<i>Research & Development Elective</i>	
			<i>Research & Development Elective</i>	

Table 4. Suggested Plan of Study for AS in Biology, Pre-Medicine Concentration

Trimester	Course Code	Course Title	Credits
1 st Trimester	BIO 101	Principles of Biology	5
	ENG 101	English Language & Composition I	3
	FA 103	Religion in Architecture	3
	MTH 121	College Algebra	4
			15
2 nd Trimester	BIO 102	Cellular & Molecular Biology	5
	BIO 104	Medical Terminology	2
	ENG 102	English Language & Composition II	3
	MTH 122	Calculus	4
	PSY 101	Principles of Psychology	3
			17
3 rd Trimester	BIO 200	Evolutionary Biology	4
	CHEM 101	General Chemistry I	5
	RES 210	Community Service	3
	PHYS 201	General Physics I	4
			16
4 th Trimester	BIO 201	Human Anatomy & Physiology I	4
	CHEM 102	General Chemistry II	5
	CHEM 201	Organic Chemistry I	5
	SOC 101	Principles of Sociology I	3
			17
5 th Trimester	BIO 202	Human Anatomy & Physiology II	4
	CHEM 202	Organic Chemistry II	5
	CHEM 321	Biochemistry I	4
	ENG 202	Fundamentals of Speech Communication	3
	RES 200	College Seminar	2
			18
6 th Trimester	BIO 210	Genetics	4
	CHEM 322	Biochemistry II	4
	HUM 205	Introduction to Ethics	3
	SOC 220	Medical Sociology	4
			15
Total Credit Hours			98

Bachelor of Science in Biology

Designed to be completed in seven trimesters, the Bachelor of Science in Biology Program requires successful completion of a minimum 120 credit hours in both general education and core courses. Students may inquire with their student advisors about concentrations in areas such as general biology, biotechnology, and public health biology. Upon successful completion of all program requirements, students will be awarded a Bachelor of Science in Biology. These students may choose to enter the workforce, a graduate school, or a professional school for further studies.

Requirements for Graduation

- Complete a minimum of 120 credit hours (39 general education credit hours, 77 core credit hours, and 4 required credits).
- Complete a minimum of 42 credit hours of 200- and 300-level courses.
 - In order to obtain a degree from NWSC, transfer students from other accredited colleges must complete, at a minimum, 60 hours of required coursework at NWSC.
- Maintain a minimum CGPA of 2.0/4.0.



Program of Study

Table 5. Requirements for Bachelor of Science in Biology

Area	Min. Credit Hrs	Course Code	Course Name	Course Credit Hrs
Communications	9	ENG 101	English Language and Composition I	3
		ENG 102	English Language and Composition II	3
		ENG 202	Fundamentals of Speech Communication	3
Mathematics	12	MTH 121	College Algebra/Pre-Calculus	4
		MTH 122	Calculus	4
		MTH 201	Statistics	4
Humanities & Fine Arts	9	HUM 201	World Religions	3
			<i>Elective</i>	3
			<i>Elective</i>	
Social and Behavioral Sciences	9	PSY 101	Principles of Psychology	3
		SOC 101	Principles of Sociology I	3
			<i>Elective</i>	
Core	77	BIO 101	Principles of Biology	5
		BIO 102	Cellular & Molecular Biology	5
		BIO 200	Evolutionary Biology	4
		BIO 210	Genetics	4
		BIO 302	Molecular Genetics & Biotechnology	4
		BIO 303	Microbiology	5
		CHEM 101	General Chemistry I	5
		PHYS 201	General Physics I	4
		PHYS 301	General Physics II	4
		RES 408	Undergraduate Research Project	3-6
			<i>Science Elective/ Concentration Elective</i>	
			<i>Science Elective/ Concentration Elective</i>	
			<i>Science Elective/ Concentration Elective</i>	
			<i>Science Elective/ Concentration Elective</i>	
	<i>Science Elective/ Concentration Elective</i>			
Research & Development	4	RES 307	Undergraduate Research Seminar	2-3
			<i>Research & Development Elective</i>	

Table 6. Suggested Plan of Study for Bachelor of Science in Biology

Trimester	Course Code	Course Title	Credits
1 st Trimester	BIO 101	Principles of Biology	5
	ENG 101	English Language & Composition I	3
	HUM 201	World Religions	3
	MTH 121	College Algebra	4
	PSY 101	Principles of Psychology	3
			18
2 nd Trimester	BIO 102	Cellular & Molecular Biology	5
	ENG 102	English Language & Composition II	3
	MTH 122	Calculus	4
	PHYS 201	General Physics I	4
	SOC 101	Principles of Sociology I	3
			19
3 rd Trimester	BIO 200	Evolutionary Biology	4
	CHEM 101	General Chemistry I	5
	ENG 202	Fundamentals of Speech Communication	3
	RES 210	Community Service	2
	BIO 201	Human Anatomy & Physiology I	4
			18
4 th Trimester	CHEM 102	General Chemistry II	5
	BIO 210	Genetics	4
	MTH 201	Statistics (Theme: Biostatistics)	4
	PHYS 301	Physics II	4
			17
5 th Trimester	BIO 202	Human Anatomy & Physiology II	4
	BIO 303	Microbiology	5
	CHEM 201	Organic Chemistry I	5
	CHEM 321	Biochemistry I	4
			18
6 th Trimester	BIO 302	Molecular Genetics & Biotechnology	4
	CHEM 322	Biochemistry II	4
	HUM 205	Introduction to Ethics	3
	PSY 201	Principles of Developmental Psychology	3
	RES 307	Undergraduate Research Seminar	3
			17
7 th Trimester	HUM 203	Humanities Appreciation	3
	RES 200	College Seminar	3
	RES 408	Undergraduate Research Project	6
			12
Total Credit Hours			120

Table 7. Suggested Plan of Study for BS in Biology, Biotechnology & Molecular Biology Concentration

Trimester	Course Code	Course Title	Credits
1 st Trimester	BIO 101	Principles of Biology	5
	ENG 101	English Language & Composition I	3
	HUM 201	World Religions	3
	MTH 121	College Algebra	4
	PSY 101	Principles of Psychology	3
			18
2 nd Trimester	BIO 102	Cellular & Molecular Biology	5
	ENG 102	English Language & Composition II	3
	MTH 122	Calculus	4
	PHYS 201	General Physics I	4
	FA 103	Religion in Architecture	3
			19
3 rd Trimester	BIO 200	Evolutionary Biology	4
	CHEM 101	General Chemistry I	5
	HIS 120	U.S. Government & Government	3
	PHYS 301	Physics II	4
	RES 307	Undergraduate Research Seminar	3
			19
4 th Trimester	BIO 210	Genetics	4
	CHEM 102	General Chemistry II	5
	CHEM 201	Organic Chemistry I	5
	MTH 201	Statistics	4
			18
5 th Trimester	BIO 302	Molecular Genetics & Biotechnology	4
	BIO 302A	Biotechnology Lab	2
	CHEM 321	Biochemistry I	4
	SOC 101	Principles of Sociology I	3
	RES 210	Community Service	2
			15
6 th Trimester	BIO 303	Microbiology	5
	CHEM 202	Organic Chemistry II	5
	CHEM 322	Biochemistry II	4
	HUM 205	Introduction to Ethics	3
			17
7 th Trimester	CHEM 301	Analytical Chemistry	4
	CHEM 330	Advanced Biochemistry	3
	ENG 202	Fundamentals of Speech Communication	3
	RES 408	Undergraduate Research Project: Biotechnology Topic	6
			16
Total Credit Hours			120

Table 8. Suggested Plan of Study for BS in Biology, Public Health Concentration

Trimester	Course Code	Course Title	Credits
1 st Trimester	BIO 101	Principles of Biology	5
	ENG 101	English Language & Composition I	3
	FA 103	Religion in Architecture	3
	MTH 121	College Algebra	4
	PSY 101	Principles of Psychology	3
			18
2 nd Trimester	BIO 102	Cellular & Molecular Biology	5
	ENG 102	English Language & Composition II	3
	MTH 122	Calculus	4
	PHYS 201	General Physics I	4
	PSY 201	Principles of Developmental Psychology	3
			19
3 rd Trimester	BIO 104	Medical Terminology	2
	BIO 200	Evolutionary Biology	4
	CHEM 101	General Chemistry I	5
	ENG 202	Fundamentals of Speech Communication	3
	PHYS 301	Physics II	4
			18
4 th Trimester	BIO 201	Human Anatomy & Physiology I	4
	BIO 210	Genetics	4
	MTH 201	Statistics	4
	RES 307	Undergraduate Research Seminar	3
	SOC 101	Principles of Sociology I	3
			18
5 th Trimester	BIO 202	Human Anatomy & Physiology II	4
	CHEM 201	Organic Chemistry I	5
	HIS 120	U.S. History & Government	3
	HS 200	Introduction to Healthcare	2
	HUM 203	Humanities Appreciation	3
			17
6 th Trimester	BIO 203	Insect and Mankind	2
	BIO 303	Microbiology	5
	HS 251	Fundamentals of Public Health	4
	HUM 205	Introduction to Ethics	3
	RES 210	Community Service	2
			16
7 th Trimester	BIO 301	Medical Entomology and Human Health Issues	4
	BIO 302	Molecular Genetics & Biotechnology	4
	RES 408	Undergraduate Research Project: Public Health Topic	6
			14
Total Credit Hours			120

Chemistry

Northwest Suburban College strives to foster the growth and development of well-rounded students. The Bachelor of Science in Chemistry unites the other fields of studies—including biology, health sciences, physics, and mathematics—in order for the student to fully comprehend the role of “the central science.” Students will become scientific professionals through the exploration of matter and its properties, including the nature of the scientific processes utilized in acquiring chemical knowledge as well as the application of principles and practices used in chemical problems. In addition, students will explore and understand the role of chemistry in addressing societal needs, including environmental issues, pharmacology, and medicine.

Bachelor of Science in Chemistry

Students pursuing a Bachelor of Science in Chemistry are required to complete the general education course requirements, the core courses, and select electives. Specializations can be achieved by selecting a concentration in a given area—including pharmaceutical chemistry, pharmaceutical sciences, and clinical chemistry—and approval from the student advisor. The bachelors program can be completed in seven trimesters. Upon successful completion of the program, students will be awarded a Bachelor of Science in Chemistry. These students may choose to enter the workforce, a graduate school, or a professional school for further studies.



Requirements for Graduation

- Complete a minimum of 120 credit hours (39 general education credit hours, 77 core credit hours, and 4 required credits).
- Complete a minimum of 42 credit hours in courses at the 200-level and above.
- In order to obtain a degree from NWSC, transfer students from other accredited colleges must complete, at a minimum, 60 credit hours of required coursework at NWSC.
- Maintain a minimum CGPA of 2.0/4.0.

Program of Study

Table 11. Requirements for the Bachelor of Science in Chemistry

Area	Min Credit Hrs	Course Code	Course Name	Course Credit Hrs
Communications	9	ENG 101	English Language and Composition I	3
		ENG 102	English Language and Composition II	3
		ENG 202	Fundamentals of Speech Communication	3
Mathematics	12	MTH 121	College Algebra/Pre-Calculus	4
		MTH 122	Calculus	4
		MTH 201	Statistics	4
Humanities & Fine Arts	9	HUM 201	World Religions	3
			<i>Elective</i>	
			<i>Elective</i>	
Social and Behavioral Sciences	9	PSY 101	Principles of Psychology	3
		SOC 101	Principles of Sociology I	3
			<i>Elective</i>	
Approved Core Courses	77	BIO 101	Principles of Biology	5
		BIO 102	Cellular & Molecular Biology	5
		CHEM 101	General Chemistry I	5
		CHEM 102	General Chemistry II	5
		CHEM 201	Organic Chemistry I	5
		CHEM 202	Organic Chemistry II	5
		CHEM 301	Analytical Chemistry	4
		CHEM 321	Biochemistry I	4
		CHEM 322	Biochemistry II	4
		PHYS 201	General Physics I	4
		PHYS 301	General Physics II	4
		RES 408	Undergraduate Research Project	3-6
			<i>Science Elective/ Concentration Elective</i>	
			<i>Science Elective/ Concentration Elective</i>	
			<i>Science Elective/ Concentration Elective</i>	
	<i>Science Elective/ Concentration Elective</i>			
	<i>Science Elective/ Concentration Elective</i>			
	<i>Science Elective/ Concentration Elective</i>			
Required Courses	4	RES 307	Undergraduate Seminar	2-3
			<i>Elective</i>	

Table 12. Suggested Plan of Study for Bachelor of Science in Chemistry

Trimester	Course Code	Course Title	Credits
1 st Trimester	BIO 101	Principles of Biology	5
	ENG 101	English Language & Composition I	3
	HUM 201	World Religions	3
	MTH 121	College Algebra/Pre-Calculus	4
	PSY 101	Principles of Psychology	3
			18
2 nd Trimester	BIO 102	Cellular & Molecular Biology	5
	ENG 102	English Language & Composition II	3
	MTH 122	Calculus	4
	PHYS 201	General Physics I	4
	SOC 101	Principles of Sociology I	3
			19
3 rd Trimester	CHEM 101	General Chemistry I	5
	ENG 202	Fundamentals of Speech Communication	3
	HUM 203	Humanities Appreciation	3
	PSY 201	Principles of Developmental Psychology	3
	FA 102	Music Appreciation	3
			17
4 th Trimester	CHEM 102	General Chemistry II	5
	CHEM 201	Organic Chemistry I	5
	MTH 201	Statistics	4
	PHYS 301	General Physics II	4
			18
5 th Trimester	BIO 210	Genetics	4
	CHEM 202	Organic Chemistry II	5
	CHEM 301	Analytical Chemistry	4
	CHEM 321	Biochemistry I	4
			17
6 th Trimester	BIO 302	Molecular Genetics/Biotechnology	4
	BIO 302A	Molecular Genetics/Biotechnology Lab	2
	CHEM 322	Biochemistry II	4
	CHEM 323	Clinical Chemistry	4
	RES 307	Undergraduate Research Seminar	3
			17
7 th Trimester	CHEM 330	Advanced Biochemistry	4
	CHEM 322L	Biochemistry Lab	1
	RES 200	College Seminar	2
	RES 210	Community Service	3
	RES 408	Undergraduate Research Project	4
			14
Total Credit Hours			120

Table 13. Suggested Plan of Study for BS in Chemistry, Biotechnology Concentration

Trimester	Course Code	Course Title	Credits
1 st Trimester	BIO 101	Principles of Biology	5
	ENG 101	English Language & Composition I	3
	HUM 201	World Religions	3
	MTH 121	College Algebra	4
	SOC 101	Principles of Sociology I	3
			18
2 nd Trimester	BIO 102	Cellular & Molecular Biology	5
	CHEM 101	General Chemistry I	5
	ENG 102	English Language & Composition II	3
	MTH 122	Calculus	4
			17
3 rd Trimester	CHEM 102	General Chemistry II	5
	CHEM 201	Organic Chemistry I	5
	ENG 202	Fundamentals of Speech Communication	3
	HUM 205	Humanities Appreciation	3
	PSY 101	Principles of Psychology	3
			19
4 th Trimester	CHEM 202	Organic Chemistry II	5
	CHEM 321	Biochemistry I	4
	MTH 201	Statistics	4
	PHYS 201	General Physics I	4
	RES 210	Community Service	2
			19
5 th Trimester	CHEM 301	Analytical Chemistry	4
	CHEM 322	Biochemistry II	4
	BIO 210	Genetics	4
	FA 102	Music Appreciation	3
	PHYS 301	General Physics II	4
			19
6 th Trimester	BIO 302	Molecular Genetics and Biotechnology	4
	BIO 302A	Molecular Genetics and Biotechnology Lab	2
	BIO 303	Microbiology	5
	CHEM 330	Advanced Biochemistry	3
	RES 307	Undergraduate Research Seminar	3
			17
7 th Trimester	CHEM 322L	Biochemistry Lab	1
	CHEM 323	Clinical Chemistry	4
	PSY 201	Principles of Developmental Psychology	3
	RES 408	Undergraduate Research Project: Biotechnology Topic	4
			12
Total Credit Hours			121

Table 14. Suggested Timeline for the BS in Chemistry, Pharmaceutical Sciences Concentration

Trimester	Course Code	Course Title	Credits
1 st Trimester	BIO 101	Principles of Biology	5
	BIO 104	Medical Terminology	2
	ENG 101	English Language & Composition I	3
	MTH 121	College Algebra/Pre-Calculus	4
	RES 210	Community Service	2
	SOC 101	Principles of Sociology I	3
			19
2 nd Trimester	BIO 102	Cellular & Molecular Biology	5
	CHEM 101	General Chemistry I	5
	ENG 102	English Language & Composition II	3
	MTH 122	Calculus	4
	PS 101	Careers in Pharmaceutical Industries	2
			19
3 rd Trimester	CHEM 102	General Chemistry II	5
	CHEM 201	Organic Chemistry I	5
	HUM 201	World Religions	3
	MTH 201	Statistics	4
	PSY 101	Principles of Psychology	3
			20
4 th Trimester	BIO 201	Human Anatomy & Physiology I	4
	CHEM 202	Organic Chemistry II	5
	CHEM 321	Biochemistry I	4
	HUM 203	Humanities Appreciation	3
	PSY 201	Principles of Developmental Psychology	3
			19
5 th Trimester	BIO 210	Genetics	4
	BIO 303	Microbiology	4
	CHEM 301	Analytical Chemistry	4
	ENG 201	Argument & Rhetorical Analysis	3
	HUM 205	Introduction to Ethics	3
			18
6 th Trimester	CHEM 340	Pharmaceutical Chemistry	3
	PS 200	Principles of Pharmaceutical Industries	3
	PS 220	Drug Development	3
	PS 300	Pharmacology	3
	PS 341	Toxicology & Drug Interaction	3
	PS 345	Regulations & Regulatory Affairs	3
			18
7 th Trimester	ENG 202	Fundamentals of Speech Communication	3
	PS 342	CNPR Certification Preparation	3
	RES 307	Undergraduate Research Seminar	3
	RES 399	Externship	3
			12
Total Credit Hours			125

Cooperative Programs

NWSC's unique Cooperative Programs allow students to complete their undergraduate degree and obtain direct admission to a cooperative medical school, without requiring the Medical College Admission Test (MCAT) for entry. Currently, NWSC's cooperative medical schools include Avalon University School of Medicine, American University of Antigua, and Windsor University School of Medicine.



The cooperative degree tracks necessitate successful completion of additional courses through a set program. Students will be able to complete an Associate of Science and a Medical Degree in approximately five years and a Bachelor of Science and Medical Degree in five and one-half years. Students in the Associate of Science in Biology, Pre-Medicine Concentration Program must complete 90 credit hours with a minimum CGPA of 3.0/4.0; Students in the bachelors programs must meet the required 120 credit hours with a minimum CGPA of 3.0/4.0. However, NWSC and the cooperative institution may apply reverse transfer credits for those students who are enrolled in the bachelors programs. Upon successful completion of NWSC's programs, students are awarded an Associate of Science or Bachelor of Science degree and qualify for direct admission to Avalon University School of Medicine, American University of Antigua, or Windsor University School of Medicine.

Admission

- Upon acceptance to NWSC's undergraduate programs and completion of 50 credit hours, interested students may complete NWSC's Dual-Degree Programs Application and submit it to their advisors. The student may then be awarded admission to Avalon University School of Medicine—provided s/he maintains a CGPA of 3.0/4.0 or American University of Antigua or Windsor University School of Medicine—provided s/he maintains a CGPA of 3.25/4.00.
- Meet the cooperative institution's requirements for admission.

Requirements for Graduation

- Refer to the Requirements for Graduation under Associate of Science in Biology, Bachelors of Science in Biology, or Bachelors of Science in Chemistry sections.

Program Requirements and Suggested Plans of Study

For details on program requirements and suggested plans of study for the Associate of Science /Medical Degree or Bachelor of Science/Medical Degree programs, refer to the corresponding undergraduate programs above and contact an NWSC Admissions Representative.

Bachelor of Science in Biology/ Chemistry, Pre-Medicine Concentration: 2+4 Program

Admission

- For admissions criteria, refer to the Undergraduate Studies Admissions section.

Requirements for Graduation

- Satisfactory completion of minimum 90-104 credit hours, as defined in the required courses below
- Minimum CGPA of 3.25/4.0

For more information, refer to the Cooperative Program section.

Program of Study

Table 9. Required Courses for 2+4 NWSC BS/AUA MD Dual-Degree Program

Area	Min. Credit Hrs	Course Code	Course Name	Course Credit Hrs
Communications	9	ENG 101	English Language and Composition I	3
		ENG 102	English Language and Composition II	3
		ENG 202	Fundamentals of Speech Communication	3
Mathematics	12	MTH 121	College Algebra/Pre-Calculus	4
		MTH 122	Calculus	4
		MTH 201	Statistics	4
Humanities & Fine Arts	9	HUM 201	World Religions	3
			<i>FA Elective</i>	
			<i>Elective</i>	
Social and Behavioral Sciences	9	PSY 101	Principles of Psychology	3
		SOC 101	Principles of Sociology I	3
		SOC 220	Medical Sociology	4
Core	60	BIO 101	Principles of Biology	5
		BIO 102	Cellular & Molecular Biology	5
		BIO 104	Medical Terminology	2
		BIO 200	Evolutionary Biology	4
		BIO 201	Human Anatomy & Physiology I	4
		BIO 202	Human Anatomy & Physiology II	4
		BIO 210	Genetics	4
		CHEM 101	General Chemistry I	5
		CHEM 102	General Chemistry II	5
		CHEM 201	Organic Chemistry I	5
		CHEM 202	Organic Chemistry II	5
		CHEM 321	Biochemistry I	4
		CHEM 322	Biochemistry II	4
		PHYS 201	General Physics I	4
		RES 408	Undergraduate Research Project	3-6
			<i>Science Elective/ Concentration Elective</i>	

			<i>Science Elective/ Concentration Elective</i>	
			<i>Science Elective/ Concentration Elective</i>	
			<i>Science Elective/ Concentration Elective</i>	
			<i>Science Elective/ Concentration Elective</i>	
Research & Development	4	RES 307	Undergraduate Research Seminar	2-3
			<i>Elective</i>	

Table 10. Suggested Plan of Study for BS in Biology/MD 2+4 Program

Trimester	Course Code	Course Title	Credits	
1 st Trimester	BIO 101	Principles of Biology	5	
	CHEM 101	General Chemistry I	5	
	ENG 101	English Language & Composition I	3	
	MTH 121	College Algebra/Pre-Calculus	4	
	RES 200	College Seminars	2	
			19	
2 nd Trimester	BIO 102	Cellular & Molecular Biology	5	
	BIO 104	Medical Terminology	2	
	CHEM 102	General Chemistry II	5	
	ENG 102	English Language & Composition II	3	
	MTH 122	Calculus	4	
			19	
3 rd Trimester	BIO 200	Evolutionary Biology	4	
	BIO 201	Human Anatomy & Physiology I	4	
	CHEM 201	Organic Chemistry I	5	
	MTH 201	Statistics	4	
	RES 307	Undergraduate Research Seminar	2	
			19	
4 th Trimester	BIO 202	Human Anatomy & Physiology II	4	
	CHEM 202	Organic Chemistry II	5	
	PHYS 201	General Physics I	4	
	PSY 101	Principles of Psychology	3	
	ENG 202	Fundamentals of Speech Communication	3	
			19	
5 th Trimester	BIO 210	Genetics	4	
	HUM 203	Humanities Appreciation	3	
	CHEM 321	Biochemistry I	4	
	PHYS 301	General Physics II	4	
	SOC 101	Principles of Sociology I	3	
			18	
6 th Trimester	CHEM 322	Biochemistry II	4	
	FA 103	Religion in Architecture	3	
	HIS 120	U.S. History & Government	3	
	RES 408	Undergraduate Research Project	3	
	SOC 220	Medical Sociology	4	
			17	
			Total Credit Hours	111

Undergraduate Academic Policies

Responsibility of the Student

NWSC's Satisfactory Academic Progress ensures appropriate instruction and support services are offered to all students. The SAP qualitative and quantitative measures for maintaining satisfactory academic progress in an educational program are detailed below. All periods of enrollment (Fall, Winter/Spring, Summer) count toward a student's SAP, including periods when students do not receive financial aid.

Course Syllabus

The syllabus for each course is distributed by the instructor during the first week of class. The syllabus includes outlines related to goals, learning objectives, instructional methods, course criteria, attendance, and the grading policy.

Course Grade Designation

Grades are awarded to students on the basis of academic performance and attendance in each class. Grading requirements are specified by the instructor in each course's syllabus. Grades issued towards graduation are recorded on the student's record/transcript.

The following grading scale will be used to assess each student's performance:

Grade	Point	Significance	Grade	Point	Significance
A	4.0	Excellent	P	-	Pass
B	3.0	Good	I	-	Incomplete
C	2.0	Average	R	-	Repeat
D	1.0	Poor	W	-	Withdrawal
F	0	Failure	AW	-	Administrative Withdrawal

The assessment of the College's performance includes the determination of student learning outcomes and objectives of each course as designed by each instructor. These include but is not limited to class assignments, quizzes, examinations, end-of-program projects (written report, oral presentation), and the final exam. The faculty will analyze data, identify areas of improvement, and report this, along with the final grade, to the advisors.

Students not completing specific course requirements and/or the Final Exam may be assigned an Incomplete (I) by the instructor, which is not used to calculate the GPA. There will be a written explanation of the work to be completed. To remove an Incomplete, a student must complete all requirements by the end of the following term. If the student fails to do so, then the grade will be converted into an F grade.

Grade Changes

In matters relating to grades, the instructor's judgment is typically considered final and conclusive. Students may appeal the professional judgment exercised by the instructor if there was an error in the application of grading procedures, as outlined in the course syllabus.

To appeal, students must provide a dated, written statement with the reason/proof of error within fourteen (14) days of the final grades due date (See Academic Calendar.). The instructor will assess the situation and determine an appropriate resolution. Should the instructor decide to change the grade, s/he has until the end of the current term to submit the student's written statement and written resolution to the Dean of Academic Affairs.

Cumulative GPA

Students may repeat course(s) with a D or F grade, and only the final grade will be included in the GPA. Only grades A through F are included in the cumulative GPA (CGPA) calculation. A minimum CGPA of 2.0/4.0 is required to earn a diploma.

Credit Hours

Credit hours are defined by a combination of the number of hours per week in class, the number of hours of supervised learning, the number of hours per week in a laboratory, and/or the number of hours devoted to externships, times the number of weeks in a term. The formula for calculating the number of trimester hours for each course is $(\text{hours of lecture}/15) + (\text{hours of lab}/30) + (\text{hours of practicum}/45)$.

The number of credit hours assigned to a course consists of a minimum of 15 classroom lecture and/or supervised learning periods of 50 minutes each and which assumes outside reading and/or preparation, 30 laboratory hours where classroom theory is applied, and 45 hours of external discipline-related work experience with indirect instructor supervision, or a combination of all three.

Each hour of class work requires two hours of out-of-class activities.

Course Loads

Students in the undergraduate biology and chemistry programs are expected to enroll in 15-18 credit hours/trimester. Any student enrolled 18-21 credit hours must receive approval from the Student Advisor. In rare circumstances, a student may be granted additional credit hours, which may be granted by the Assistant/Dean of Academic & Student Affairs.

Double Major

A double major is defined as accomplishing the minimum program requirements for two different programs. Students will earn one degree with two majors, so the maximum program time frame (See SAP for more information below) still applies. Moreover, multiple concentrations in one degree program do not qualify as a double major.

Transfer Credits

The evaluation of transfer credits is based on an evaluation of transcripts, assessment of course equivalency including content, articulation agreements (if applicable), and the accreditation status of the awarding institution. Because of the individuality of each course, careful consideration is made when transferring credits to the NWSC's program in order to ensure that the course content meets the high standards of the College and is aligned with the program objectives.

Further, NWSC may not accept concurrent enrollment transfer credits, except in special circumstances approved by the Dean of Academic Affairs.

For details, see Undergraduate Admissions, Transfer Student Admission Steps, Transfer Credit Information.

Attendance

Absence and tardiness interfere with instruction and contribute to academic failure. Therefore, students are expected to attend all classes in which they are enrolled. In the event that a student cannot attend class, s/he must directly notify the instructor prior to the session. Moreover, in cooperation with the instructor, the student is required to make-up the missed hours.

The College policy is that a student may not exceed two absences per course. However, each instructor has the right to modify his/her course attendance policy, which can be found in the course syllabus. Failure to meet the attendance policy may result in an administrative withdraw (AW) from or Failure (F) in the course and may require repeating it.

Exam Procedures

During exam days, the follows procedures are required for students:

- At the start of the class session, cell phones must be silenced or turned off and placed in the instructor-designate space. Students may retrieve their phones once the class is dismissed.
- No items should be on or under the desk, unless provided by instructor.
- No headphones/ear buds are allowed.
- Backpacks and/or bags must be placed at the front of the classroom.

Instructors have the right to modify exam procedures.

Externships

Certain programs at Northwest Suburban College require that students complete off-campus clinical training experience. Students will be provided with externship site information upon successful completion of the didactic program requirements. Clinical externship documents will be provided by NWSC to the student and will stipulate guidelines and procedures, including qualifications, attendance requirements, and site assessments procedures.

Students shall note clinical externships are non-paid training experiences with affiliated sites. Most sites conduct business during day hours only; therefore, all students are hereby advised that the externship experience may be conducted only during day business hours. The hours for the externship can vary and are determined by the externship site, not by the College. Students are required to make appropriate arrangements for participation in the externship, including employment schedule conflicts, childcare, and transportation. If necessary, students are also required to purchase individual liability insurance at their own expense.

Community Service

Aligned with NWSC's motto of "service, excellence, and compassion," students are asked to participate in community services events coordinated by the College, such as field trips to museums, volunteering for not-for-profit causes, and providing community health screenings. Events may take place during the course timings, and in such cases, attendance will be noted. Students are required to make appropriate arrangements for participation in the community service event, including transportation.

Official and Unofficial Withdrawals (W, AW)

After registration, the request for withdrawal must be submitted to the student advisor using the NWSC withdrawal form.

- Classes dropped prior to completion of 10% of the program will not be on the transcript.
- Students who have completed 11%-25% of the program will be considered Withdrawn (W) for student-initiated withdrawals (official) or Administratively Withdrawn (AW) for unofficial withdraws. Withdrawals, both W and AW, will not be used to calculate the student's GPA.
- Students who have completed 26% or more of the program will receive a grade of Failure (F) on their transcripts.

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from the institution, which is considered an official withdrawal. If no notification of withdrawal is received and a student has not met the attendance policy, then the student will be administratively withdrawn (considered an unofficially withdraw) from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

For refund information, please refer to "Refund Policies" under *Tuition, Fees, and Financial Assistance*.

Leave of Absence (LOA) Policy

NWSC permits students to request a Leave of Absence (LOA) as long as the leave does not exceed 90 days during any 6-month period and as long as there are documented, legitimate extenuating circumstances that require the students to interrupt their education. Extenuating circumstances include, but are not limited to, serious health conditions of the student or spouse, child, or parent; birth of a child; jury duty; or military obligations. In order for the student to be granted an LOA, (s)he must submit a completed, signed, and dated Leave of Absence Form to the Assistant Dean of Academic & Student Affairs.

Students should note that a LOA may affect their eligibility to graduate within the maximum program completion time. Reasons include, but are not limited to, the following:

- Students returning from a LOA are not guaranteed that the course required to maintain the normal progress in the program will be available at the time of reentry.
- Students may have to wait for the appropriate course to be offered.

Students requiring extended leave must consult the Assistant Dean. Failure to return from an LOA on or before the date indicated in the written request may result in termination from the program, and the institution will invoke the cancellation/refund policy. As required by state regulations, the student's last date of attendance prior to the approved LOA will be used in order to determine the refund amount.

Transcript of Academic Record

Only upon written request from the student to the Registrar, a copy of the official transcript is issued. The first copy is free, but for each subsequent request, a fee of \$20.00 will be charged.

Undergraduate Studies Satisfactory Academic Progress (SAP)

NWSC's Satisfactory Academic Progress ensures appropriate instruction and support services are offered to all students. The SAP qualitative and quantitative measures for maintaining satisfactory academic progress in an educational program are detailed below.

Evaluation

Satisfactory academic progress evaluations will be conducted by the NWSC Dean of Academic Affairs using the criteria below. The evaluation will be conducted after final grades have been posted, and students who fail to meet the SAP guidelines will be notified in writing.

Any financial assistance offered for the upcoming term is subject to cancellation if the minimum standards of SAP are not met.

Maximum Time Frame & Minimum Completion of Work

Federal regulations require each student to complete his/her degree within 150% of the normal program length. Therefore, the following table details the SAP policy, including the maximum amount of time a student can take to complete the program, when students will be evaluated (Evaluation Increment), and the minimum amount of work that must be completed by the evaluation increment in order to meet the maximum time frame. Credits counted in the maximum time frame include all attempted courses, including pass/fail (P/F), each repeated course, withdrawals (W), failures (F), and incompletes (I).

Program	Time Frame	Max. Program Time Frame	Evaluation Increment	Min. Work Completed at Eval. Increment
Associate of Science in Biology	4 Trimesters	6 Trimesters	End of Trimester (16 Weeks)	11 Credit Hours
Associate of Science in Biology, Pre-Medicine Concentration	6 Trimesters	9 Trimesters	End of Trimester (16 Weeks)	10 Credit Hours
Bachelor of Science in Biology	7 Trimesters	11 Trimesters	End of Trimester (16 Weeks)	12 Credit Hours
Bachelor of Science in Chemistry	7 Trimesters	11 Trimesters	End of Trimester (16 Weeks)	12 Credit Hours

Minimum Cumulative Grade

By the end of the first academic year, an undergraduate student must attain a minimum cumulative grade point average of 1.5/4.0 for 1-29 registered credit hours and 2.0/4.0 for 30+ credit hours.

Students can repeat course(s) with a "D" or "F" grade and only the final grade will be included in the GPA, although all courses will count towards the maximum time frame. Only grades A through F are included in the CGPA calculation.

Requirements for graduation include:

- Achieved a minimum CGPA of 2.0/ C average.
- Satisfactorily complete required courses.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

Transfer Credits

Students transferring from other institutions will have their cumulative registered hours applied towards their maximum time frame. Once official transcripts are received, the following policies may apply to transfer credits:

- NWSC may transfer up to 25 credit hours with grades of B or higher for the associate programs and up to 55 credit hours with grades of B or higher for the bachelors programs.
 - Though infrequent, exceptions for transferred credits may be made by the Associate/Dean of Academic Affairs.
- Transfer hours can be used towards the new degree, but the transfer credit will not be included in the current GPA.
- Transfer courses with credits that are greater than the NWSC equivalent course will be given the NWSC course credit amount. Transfer courses with credits that are less than the NWSC equivalent course will be given the transfer credit amount.
- No credit for the coursework completed at another institution will be accepted if the same or equivalent course is taken at Northwest Suburban College.
- Credits for transfer courses completed more than 10 years before the time of admission may be denied.
- Transfer credits will be applied to the degree program requirements if the student successfully completes the remaining coursework in his/her major field of study.

Program Change

For those students interested in changing programs or seeking to earn additional credentials, standing credits attempted and grades earned will count towards the new program of study and satisfactory academic progress.

Transfer students seeking to change programs will have their transcripts reevaluated according to the maximum transfer credits allowed for the desired program.

Academic Probation & SAP Reestablishment

Students who fail to meet satisfactory academic progress (SAP) guidelines will be placed on Academic Probation. The student will be provided with written notice of his/her probationary status, and the status will be identified on the student's transcript.

To lift the probationary status, satisfactory progress must be made by enrollment in the program's minimum credit hours (See SAP chart above.) and receive a minimum term GPA of 2.0/4.0. In addition, during the probationary period, the student must meet with his/her advisor every four weeks to go over the academic plan and progress. Failure to meet the requirements will result in termination of program enrollment.

Appeal Process

If unusual circumstances (e.g., personal injury or illness, death of a relative, etc.) contributed to the lack of satisfactory academic progress, an appeal may be filed with the Dean of Academic Affairs. The student must provide a written statement explaining how the unusual circumstance has been resolved so that s/he will be able to complete the requirements for SAP. The student will receive notice on the status of the appeal within two weeks of NWSC receiving the documentation.

Students may not submit an appeal two trimesters in a row. However, there is no limit to the number of appeals a student can submit if the student can show new circumstances prevented the student from meeting the SAP requirements.



School of Allied Health Sciences

Academic Calendar

Below is a list of observed holidays for the calendar period of January 1, 2016–December 31, 2018. In cooperation with the instructor, missed course hours must be made up prior to completion of the module. *Please note that classes are regularly scheduled on Constitution Day, but the College will host Constitution Day events on campus. **Eid holidays are estimated dates and may change.

Observed Holidays	Dates
New Year's Day	Friday, January 1, 2016
Martin Luther King, Jr. Day	Monday, January 18, 2016
Memorial Day	Monday, May 30, 2016
Independence Day	Monday, July 4, 2016
Labor Day	Monday, September 5, 2016
Eid al-Adha**	Monday, September 12, 2016
Constitution Day*	Friday, September 16, 2016
Fall Break	Thursday, November 24, 2016–Friday, November 25, 2016
Winter Break	Saturday, December 24, 2016–Monday, January 2, 2017
Martin Luther King, Jr. Day	Monday, January 16, 2017
Memorial Day	Monday, May 29, 2017
Eid al-Fitr**	Monday, June 26, 2017
Independence Day	Tuesday, July 4, 2017
Eid al-Adha**	Friday, September 1, 2017
Labor Day	Monday, September 4, 2017
Constitution Day*	Monday, September 18, 2017
Fall Break	Thursday, November 23, 2017–Friday, November 24, 2017
Winter Break	Monday, December 25, 2017–Tuesday, January 2, 2018
Martin Luther King, Jr. Day	Monday, January 15, 2018
Memorial Day	Monday, May 28, 2018
Eid al-Fitr**	Friday, June 15, 2018
Independence Day	Wednesday, July 4, 2018
Labor Day	Monday, September 3, 2018
Constitution Day*	Monday, September 17, 2018
Fall Break	Thursday, November 22, 2018–Friday, November 23, 2018
Winter Break	Monday, December 24, 2018–Wednesday, January 2, 2019

SAHS Admissions

Northwest Suburban College's (NWSC) School of Allied Health Sciences has a rolling admission policy. Please note the following requirements are for general entrance to the College. Admission to a specific program may require fulfilling its own entrance criteria.

Currently offered certification programs include Dental Assistant, Medical Assistant, Pharmacy Technician, and Phlebotomy Technician. Certificates are issued upon completion of all requirements, including externship and supervised learning hours where applicable, with a cumulative grade point average of 2.0/4.0.

General Admission Procedure

- Meet with the SAHS Admissions Representative for information about the program.
- Complete the NWSC Application for Admission and submit the application fee.
 - Applications are available in the NWSC Admissions Office or on the College website (www.nwsc.edu).
- Request your official high school or GED (General Education Development) transcript be sent directly from the school to:

Northwest Suburban College
SAHS Admissions Office
5999 S. New Wilke Road, Building # 500
Rolling Meadows, IL 60008

 - At the time of enrollment, students may provide an unofficial copy of the high school or GED transcript. However, students must submit the official transcript to the College prior to completion of the first course/module or the deadline designated by the Admissions Representative. Failure to do so will result in Administrative Withdrawal from the program.
 - Please note that transcripts will be retained for one year from the date of receipt for applicants who do not subsequently enroll.
- Submit proof of immunity detailing the month, day, and year of vaccine receipt for, at a minimum, measles, mumps, rubella, diphtheria, and tetanus.
 - For acceptable documentation and exemptions, see College Policies, Vaccinations.
- Set up payment arrangements with the NWSC Accounts Office.
- Attend the SAHS Student Orientation on the scheduled date.

Returning Student Procedure

- Reapply for admission.
- Meet with the Dean of Allied Health Sciences.
- Attend the NWSC Student Orientation on the scheduled date.
 - The SAHS Admissions Rep. will provide details on the date and time of orientation.

SAHS Programs

During the academic year, short-term programs are offered depending on the number of enrollments. The time table for session schedules (courses times and classrooms) is available at the Admissions office.

The lecture portion of the program lasts from 8 weeks to 24 weeks. Students must successfully complete all required coursework, as well as externships and supervised learning where applicable, with a minimum cumulative grade point average of 2.0/4.0 to graduate.

Dental Assistant

The Dental Assistant Program is designed for a comprehensive coverage of dental assistant theory and practice in all aspects of clinical and administrative responsibilities. The program is designed to be completed on a full-time basis by enrollment in each of the six courses/modules and participate in the clinical externship. NWSC offers two versions of the DA Program: (a) a 720-hour program, including a 240-hour externship at a dental care facility, and (b) a 545-hour program with a 200-hour externship. In either session, students may choose to participate in the externship on a full-time or part-time basis.

Occupational Objective:

Graduates are trained to work as dental assistants and may find work in dental offices, clinics, or other dental facilities.

Program Objectives:

Upon completion of the program, the student should be able to:

- Work under the direct supervision of a practicing dentist and qualify for the title of Dental Assistant, performing all tasks required in a dental office.
- Demonstrate knowledge of the standards of care chairside assisting; proper use of dental instruments; and in exposing, processing, and monitoring radiographs.
- Demonstrate knowledge of disinfection, sterilization, infection control, handling and disposing of hazardous materials and sharps; mixing techniques of laboratory materials, tray setups, and assistance in chairside restorative procedures.
- Demonstrate the use of instruments and sequential procedures of orthodontic treatments.



Medical Assistant

This certification program provides a well-rounded education for students interested in medical assistance. Students will be trained in the administrative responsibilities of scheduling, greeting, receiving, and screening patients; offering patient education; arranging tests and procedures; updating medical records, coding diagnosis, and procedures for insurance; managing the doctor's office; and ensuring compliance with HIPPA regulations.

Clinical competencies for which the student will be trained include assisting physicians in physical examinations, obtaining medical history and vital signs, venipuncture, collecting and transporting lab specimens, educating patients on prescription medication, administering medication under supervision, handling prescription refills, and performing EKG.



This is an excellent comprehensive program that opens many new avenues of additional training, building a successful advanced-level career in any area of healthcare. NWSC offers two versions of the MA Program: (a) a 720-hour session, including a 240-hour externship at a medical facility, and (b) a 545-hour program with a 200-hour externship. In either version, students may choose to participate in the externship on a full-time or part-time basis.

Occupational Objectives:

Graduates of the Medical Assistant Program are prepared for positions in medical offices, clinics, and other medical settings and may qualify for the following positions: Medical Secretary, Medical Receptionist, Insurance Biller, Ward Clerk, Medical Records Clerk, Phlebotomist, and Clinical Assistant.

Program Objectives:

Upon completion of the program, the student should be able to:

- Perform duties as a multifunctional member of a healthcare team (Medical Assistant) by providing valuable service and support.
- Develop administrative and clinical competencies required for a rapidly changing environment in a variety of healthcare settings, including but not limited to doctors' offices, laboratories, free standing clinics, and hospitals.
- Join the workforce as a trained multi-skilled professional who can fulfill many roles in a modern-day healthcare environment and allow the training to open a unique opportunity for advancement in any area of healthcare (certificate/degree), professional growth, and personal satisfaction.
- Obtain administrative competencies, clinical skills, and hands-on externship training on the standards and guidelines recommended by the American Association of Medical Assistants.

Pharmacy Technician

Licensed/registered pharmacy technicians provide valuable assistance to licensed pharmacists and are employed with pharmaceutical companies, clinics, retail pharmacies, hospitals, nursing homes, and home healthcare agencies. A 155-hour, flexible program at NWSC offers didactic classroom instruction that covers various aspects of pharmacy technology. The practical component consists of an externship at a local retail or hospital pharmacy under the supervision of a registered pharmacist. Upon completion of the program, students will be able to take a national certification examination.



Occupational Objective:

Graduates are trained to work as Pharmacy Technicians and may work at pharmaceutical companies, clinics, retail pharmacies, hospitals, nursing homes, and home healthcare agencies.

Program Objectives:

Upon completion of the program, the student should be able to:

- Work under the direct supervision of a pharmacist and qualify for the title of Pharmacy Technician, Assistant Pharmacist, Lead Pharmacy Technician, or R & D Pharmacy Technician.
- Practice best customer service, communicate effectively, and perform all tasks required in a pharmacy.
- Follow proper infection control procedures relevant to healthcare safety, including hazardous products, waste, and controlled substances.
- Follow standard procedures of ordering, receiving, and storing drugs; operating common equipment; and recognizing the pharmacy technician's general role in the delivery of healthcare.

Phlebotomy Technician

Successful practice of phlebotomy requires a combination of highly skilled technique; a broad knowledge of the healthcare environment; and an amicable approach to patients of all ages, backgrounds, and medical conditions. Therefore, phlebotomy techniques are taught both in the classroom and in a laboratory. A 100-hour program at NWSC is designed to develop a multi-skilled professional who is able to face the challenges of modern-day healthcare in the work place. Upon successful completion of the program, students can become certified by taking a national certification examination.



Occupational Objective:

Graduates are trained to be Phlebotomy Technicians and may find positions in medical offices, clinics, blood banks, and laboratories.

Program Objectives:

Upon completion of the program, the student should be able to:

- Demonstrate knowledge of phlebotomy procedures and overall care of the patient in these procedures, interact with other laboratory personnel, and recognize the quality control procedures required to be a phlebotomist in the field.
- Recognize the importance of confidentiality of patient information, informed consent, and the Health Insurance Portability and Accountability Act (HIPAA).
- Demonstrate knowledge of common issues in avoiding legal and ethical problems at the workplace, infection control policies in specimen collection/transportation, reducing risk for infection, accidental needle sticks, and blood-borne pathogens.
- Demonstrate knowledge of medical terms used in phlebotomy practice, pathogenic conditions associated with each organ system, and analysis of specimens in a clinical laboratory.

SAHS Academic Policies

Responsibility of the Student

NWSC offers a number of resources to assist students in planning their educational programs. It is the responsibility of the student to make final choices and assume responsibility for his/her decisions. The student must meet course prerequisites and graduation requirements. Transferring students should refer to the NWSC Catalog as well as the State of Illinois guidelines.

Attendance

Absence and tardiness interfere with instruction and contribute to academic failure. Therefore, students are expected to attend all classes in which they are enrolled. In the event that a student cannot attend class, s/he must directly notify the instructor prior to the session. Moreover, in cooperation with the instructor, the student is required to make-up the missed hours.

A student's absences may not exceed 25% of the total course length. Failure to meet the attendance policy may result in an administrative withdraw (AW) from the course and will require repeating the module. However, each instructor has the right to modify his/her attendance policy for the course, which can be found in the course syllabus.

Course Syllabus

The syllabus for each course is distributed by the instructor during the first week of class. The syllabus includes outlines related to goals, learning objectives, instructional methods, course criteria, attendance, and the grading policy.

Course Grade Designation

Grades are awarded to students on the basis of academic performance and attendance in each class. Grading requirements are specified by the instructor in each course's syllabus. Grades issued towards graduation are recorded on the student's record/transcript.

The following grading scale will be used to assess each student's performance:

Grade	Percentage (%)	GPA Points	Significance	Grade	Percentage (%)	Point	Significance
A	100 – 90	4.0	Excellent	P	-	-	Pass
B	89 – 80	3.0	Good	I	-	-	Incomplete
C	79 – 70	2.0	Average	R	-	-	Repeat
D	69 – 60	1.0	Poor	W	-	-	Withdrawal
F	59 or below	0	Failure	AW	-	-	Administrative Withdrawal

The assessment of performance includes the determination of student learning outcomes and objectives of each course as designed by each instructor. These include class assignments, quizzes, monthly examinations, an end-of-program project (written report, oral presentation), the final exam, lecture notes, portfolio reviews, and/or supervised learning. The faculty will analyze data, identify areas of improvement, and report this, along with the final grade, to the advisors.

In the School of Allied Health Sciences, students' records will indicate grades for each course and a cumulative grade for the program. To remain in good academic standing, a student must maintain a minimum CGPA of 2.0. A grade of "P" indicates satisfactory completion of course requirements, as stipulated under specific programs.

Students not completing specific course requirements and/or the Final Exam may be assigned an "I" grade by the instructor, which is not used to calculate the GPA. There will be a written explanation of the work to be completed. To remove an "I" grade, a student must complete all requirements by the end of the following course. If the student fails to do so, then the grade will be converted into an "F" grade.

Cumulative GPA

Students can repeat course(s) with course with a D or F grade, and only the final grade will be included in the cumulative grade point average (CGPA). Only grades A through F are included in the CGPA calculation. A minimum CGPA of 2.0/4.0 is required to earn a certificate.

Exam Procedures

During exam days, the follows procedures are required for students:

- At the start of the class session, cell phones must be silenced or turned off and placed in the instructor-designate space. Students may retrieve their phones once the class is dismissed.
- No items should be on or under the desk, unless provided by instructor.
- No headphones/ear buds are allowed.
- Backpacks and/or bags must be placed at the front of the classroom.

Instructors have the right to modify exam procedures.

Clock Hours

SAHS courses are measured in clock hours (versus credit hours). A clock (or contact) hour is defined as a minimum of 50 minutes of supervised or direct instruction and appropriate break(s). Students are required to take a 10 minute-break for every 50 minutes of lecture/lab.

Each clock hour of class work requires two hours of out-of-class activities.

Supervised Learning Hours

Medical Assistant and Dental Assistant programs offer supervised learning hours (SLH) for students enrolled in select 720 clock-hour programs. SLH are designed to provide students with flexible schedules for completion of the required workbooks. While students will work independently during this didactic portion of the program,

instructors are available for assistance. Attendance and successful completion of the workbook are incorporated into the course grade. For the SLH schedule, contact the Admissions Office.

Externships

Certain programs at Northwest Suburban College require that students complete off-campus clinical training experience. Students will be provided with externship site information upon successful completion of the didactic program requirements. Locations are assigned by the Clinical Education Coordinator and are selected after careful consideration of the student's convenience and available locations. Once a site is selected, students agree to take their externship at that site and no changes will be made.

Students have a maximum of 14 calendar days to start the externship, which may be completed in either part-time status (minimum of 20 hours a week) or full-time status (maximum of 40 hours a week). As with the lecture courses, students who are absent for 25% of the total externship time will be administratively withdrawn (AW) from the course and may not be able to repeat it at the same location. The 14-day grace period and externship experience are included in the student's maximum time frame to complete the program.

Clinical externship documents will be provided by NWSC, and these must be signed by the site physician/supervisor and delivered to the College by the end of each week or end of the externship.

Students are required to abide by the rules, regulations, and procedures of both NWSC and the externship site while completing the clinical experience. Particular attention is to be drawn to the NWSC Code of Conduct and Dress Code. Students are also asked to dress professionally (i.e., cover tattoos and excessive piercings, no hats, etc.) while on site.

Students shall note clinical externships are non-paid training in medical sites. Most employers and externship sites conduct business during day hours only; therefore, all students are hereby advised that the externship experience may be conducted only during day business hours. The hours for the externship can vary and are determined by the externship site, not by the College. Students are required to make appropriate arrangements for participation in the externship, including employment schedule conflicts, childcare, and transportation. If necessary, students are also required to purchase individual liability insurance at their own expense.

Independent Study

Students shall note that modules/courses that have enrollments of less than two students may become an independent study or be postponed. Independent study requires students to work directly with an instructor at an agreed upon schedule that may differ from the original course's timings. Independent study includes a syllabus that stipulates the course details and requires a contract to be signed by the student and instructor.

Community Service

Aligned with NWSC's motto of "service, excellence, and compassion," students are asked to participate in community services events coordinated by the College, such as field trips to museums, volunteering for not-for-profit causes, and providing community health screenings. Events may take place during the course timings, and in such cases, attendance will be noted. Students are required to make appropriate arrangements for participation in the community service event, including transportation.

Transfer Credits

NWSC's certification programs are designed to accomplish pertinent course content into modules, and each module may address several important aspects. NWSC does not break down modules into separate credits, and due to the amalgamated nature of the modules, it cannot confidently ensure that students have accomplished all objectives through transferred credits. Hence, the College does not accept transfer credits for certification programs.

While NWSC will assist students in transferring to other institutions, it does not guarantee the transferability of credits and certificates to another school, college, or university. Any such decision is made by the receiving institution. To transfer to other institutions and certificate transferability, students are encouraged to contact the institution to which they are seeking to transfer.

Official and Unofficial Withdrawals (W, AW)

After registration, the request for withdrawal must be submitted to the student advisor using the NWSC withdrawal form.

- Classes dropped prior to completion of 10% of the program will not be on the transcript.
- Students who have completed 11%-25% of the program will be considered Withdrawn (W) for student-initiated withdrawals (official) or Administratively Withdrawn (AW) for unofficial withdraws. Withdrawals, both W and AW, will not be used to calculate the student's GPA.
- Students who have completed 26% or more of the program will receive a grade of Failure (F) on their transcripts.

Students should give written notification to Northwest Suburban College (in person or by registered mail) of their intention to withdraw from the institution, which is considered an official withdrawal. If no notification of withdrawal is received and a student has not met the attendance policy, then the student will be administratively withdrawn from the program.

Northwest Suburban College shall provide written acknowledgement of a student's notification of withdrawal within fifteen (15) calendar days from the postmark date of the notification of withdrawal.

For refund information, please refer to Refund Policies under the Finances Section.

Leave of Absence (LOA) Policy

NWSC permits students to request a Leave of Absence (LOA) as long as the leaves do not exceed 90 days during any 6-month period and as long as there are documented, legitimate extenuating circumstances that require the students to interrupt their education. Extenuating circumstances include, but are not limited to, serious health conditions of the student or spouse, child, or parent; birth of a child; jury duty; or military obligations. In order for the student to be granted an LOA, (s)he must submit a completed, signed, and dated Leave of Absence Form to the Dean of Allied Health Sciences.

Students should note that a LOA may affect their eligibility to graduate within the maximum program completion time. Reasons include, but are not limited to, the following:

- Students returning from a LOA are not guaranteed that the module required to maintain the normal progress in the program will be available at the time of reentry.
- Students may have to wait for the appropriate module to be offered.
- Student may be required to repeat the entire module from which they withdrew prior to receiving a final grade.

Failure to return from an LOA on or before the date indicated in the written request may result in termination from the program, and the institution will invoke the cancellation/refund policy. As required by state regulations, the student's last date of attendance prior to the approved LOA will be used in order to determine the refund amount.

Transcript of Academic Record

Only upon written request from the student to the Registrar, a copy of the official transcript is issued. The first copy is free, but for each subsequent request, a fee of \$20.00 will be charged.

SAHS Satisfactory Academic Progress (SAP)

NWSC's Satisfactory Academic Progress ensures appropriate instruction and support services are offered to all students. The SAP qualitative and quantitative measures for maintaining satisfactory academic progress in an educational program are detailed below. All periods of enrollment count toward a student's SAP, including periods when students do not receive financial aid.

Evaluation

Satisfactory academic progress evaluations will be conducted by the NWSC Dean of Allied Health Sciences on a monthly basis, but formal evaluations and notifications will vary depending on the program and the Evaluation Increments and Minimum Work Completed (See chart below.). Students are expected to meet SAP standards, and those who fail to meet the SAP guidelines will be notified in writing. Any financial assistance offered by NWSC is subject to cancellation if the minimum standards of SAP are not met.

Maximum Time Frame & Minimum Completion of Work

Federal regulations require each student to complete his/her certificate/degree within 150% of the normal program length. Therefore, the following table details the SAP policy, including the maximum amount of time a student can take to complete the program, when students will be evaluated (Evaluation Increment), and the minimum amount of work that must be completed by the evaluation increment in order to meet the maximum time frame. Hours counted in the maximum time frame include all attempted courses, including pass/fail (P/F), each repeated course, withdrawals (W), failures (F), and incompletes (I).

Program	Didactic Time Frame	Max. Program Time Frame	Evaluation Increment	Min. Work Completed at Evaluation Increment
Dental Assistant				
720 Session	24 Weeks	36 Weeks	12 Weeks	240 Contact Hours
545 Session	24 Weeks	36 Weeks	12 Weeks	182 Contact Hours
Medical Assistant				
720 Session	24 Weeks	36 Weeks	12 Weeks	240 Contact Hours
545 Session	24 Weeks	36 Weeks	12 Weeks	182 Contact Hours
Pharmacy Technician	12 Weeks	18 Weeks	6 Weeks	40 Contact Hours
Phlebotomy Technician	8 Weeks	12 Weeks	4 Weeks	32 Contact Hours

Minimum Cumulative Grade Point Average

Upon completion of 50% of the program, a student in the School of Allied Health Sciences must attain a minimum cumulative grade point average of 2.0 or an academic standard consistent with NWSC's requirements for graduation. Students can repeat course(s) with a "D" or "F" grade, and only the final grade will be included in the GPA.

Requirements for graduation in the School of Allied Health Sciences include:

- Achieve a minimum CGPA of 2.0/C average.
- Meet the minimum course requirements.
- Meet minimum attendance requirements and requirements for assignments and out-of-class work.

Transfer Credits

The School of Allied Health Sciences does not accept transfer credits for certificate programs.

Program Change

For those students interested in changing programs or seeking to earn additional credentials, standing clock hours attempted and grades earned will not count towards the new program of study and satisfactory academic progress.

Academic Probation & SAP Reestablishment

Students who fail to meet satisfactory academic progress (SAP) guidelines will be placed on Academic Probation. The student will be provided with written notice of his/her probationary status, and the status will be identified on the student's transcript.

To lift the probationary status, satisfactory progress must be made by enrollment in the program's minimum clock hours (See SAP chart above.) and receive a minimum course GPA of 2.0/4.0. In addition, during the probationary period, the student must meet with his/her advisor at the completion of 25%, 50%, 75%, and 100% of the evaluation increment to go over the academic plan and progress. For example, in the Pharmacy Technician Program, the student must meet with the advisor at the end of 1 ½ weeks, 3 weeks, 4 ½ weeks, and 6 weeks. Failure to meet the requirements will result in termination of program enrollment.

Appeal Process

If unusual circumstances (e.g., personal injury or illness, death of a relative, etc.) contributed to the lack of satisfactory academic progress, an appeal may be filed with the Dean of Allied Health Sciences. The student must provide a written statement explaining how the unusual circumstance has been resolved so that (s)he will be able to complete the requirements for SAP. The student will receive notice on the status of the appeal within two weeks of NWSC receiving the documentation.

Students may not submit an appeal two courses/modules in a row. However, there is no limit to the number of appeals a student can submit if the student can show new circumstances prevented the student from meeting the SAP requirements.

NWSC Course Descriptions

Department of Biological Sciences

BIO 101/ Principles of Biology

Prerequisite: None

5 Credit Hours

4 lecture hours + 1 lab hour

This course provides a basic understanding of the biological system. Emphasis is placed on cellular structure and function, classification, genetics, evolution, and more. Biological issues with personal and social implications are discussed to enable students to think critically and make informed decisions. Upon completion of this course, the student will have: learned about life at the molecular and cellular levels, applied the use of the scientific method for investigation of biological problems, learned how to collect and interpret data, gained competence in performing laboratory activities and its presentation with valid conclusions, and developed insight from exposure to scientific principles to make informed decisions concerning biological and other scientific issues with personal and social implications.

BIO 102/ Cellular & Molecular Biology

Prerequisite: BIO 101 or Consent of Instructor

5 Credit Hours

4 lecture hours + 1 lab hour

This course is designed to focus on the comprehensive survey of modern biology with an emphasis on enhancing science literacy. Topics include cell biology, including structure and function; genetics; evolution; systematics; and physiological and scientific explanations of biological processes. Lectures and labs are designed to complement each other: Lectures introduce students to the principles of biological study and our current understanding of biology, while lab activities are designed to provide the exploration of the topics taught in the lecture via observation and experiments.

BIO 104/ Medical Terminology

Prerequisite: None

2 Credit Hours

BIO 104 covers basic medical vocabulary for those students with a minimal background in the healthcare field. At the end of this course, students will be able to: analyze any medical term as to its root, prefix, suffix, as well as its part of speech (noun, verb, adverb, adjective, etc.); demonstrate the ability to relate the medical term to the clinical situation; and effectively communicate with other healthcare members.

BIO 200/ Evolutionary Biology

Prerequisite: BIO 101 or Consent of Instructor

4 Credit Hours

This course covers the theory of biological evolution. Topics include the origin, history, and classification of living organisms, genetic variation, genetic drift, natural selection adaptation, sexual selection, speciation, and the application of evolutionary principles to agriculture and human health. Macro- and micro-evolution will be discussed.

BIO 201/ Human Anatomy & Physiology I

Prerequisite: None

4 Credit Hours

3 lecture hours + 1 lab hour

BIO 201 covers basic Human Anatomy and Physiology. Students study general anatomical terminology as well as structure and function as they relate to physiology. Topics covered in this course include basic knowledge, cell biology, various organ systems, as well as the study of the special senses. Student presentations as appropriate to the discipline are part of the course. This course is equivalent to the Illinois articulation Initiative's (IAI) general education generic course numbered CLS 904.

BIO 202/ Human Anatomy & Physiology II

Prerequisite: BIO 201 or Consent of Instructor

4 Credit Hours

3 lecture hours + 1 lab hour

As a continuation of Human Anatomy & Physiology I, students study the following systems: endocrine, lymphatic, cardiovascular, digestive, respiratory, urinary, and reproductive. Also included in this course is the study of the special senses. Writing assignments, as appropriate to the discipline, are part of the course. This course is equivalent to the Illinois Articulation Initiative's (IAI) General Education generic course numbered CLS 904.

BIO 203/ Insects and Mankind

Prerequisite: BIO 101 or Consent of Instructor

2 Credit Hours

Insects and their impact on human civilizations are explored in this course. Discussions on famines and plagues are also emphasized.

BIO 205/ Environmental Biology

Prerequisite: BIO 101 or Consent of Instructor

3 Credit Hours

This course emphasizes the study of the global ecosystem, its dynamic changes, as well as changes in the features of its population. The effect of human activities on the global ecosystem, including climate change, pollution, and extinction of species, are evaluated.

BIO 210/ Genetics

Prerequisite: BIO 101 or Consent of Instructor

4 Credit Hours

3 Lecture Hours + 1 Lab Hour

This course covers the basic and advanced concepts in genetics and allows the students to develop critical thinking. Topics include DNA structure and replication, gene expression, prokaryotic and eukaryotic gene structure, gene regulation, recombinant DNA, and population genetics.

BIO 250/ Pathophysiology

Prerequisite: BIO 101 or Consent of Instructor

3 Credit Hours

This course provides a review of general principles taught in BIO 101 including cell biology, genetics, and underlying principles of pain. This course also encompasses an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is on interrelationships among organ systems and deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of diseases pertaining to inflammatory response and pain, immune system, cardiac and vascular disorders, hematologic and endocrine/metabolic disorders, respiratory tract, mental health and addictions, neurologic, musculoskeletal, gastrointestinal, integumentary, renal and urinary tract, and reproductive disorders.

BIO 301/ Medical Entomology & Human Health Issues 4 Credit Hours

Prerequisite: BIO 101 or Consent of Instructor

This course examines the structures and functions of arthropods. Details of the role of insects and human diseases, with special reference to insect-borne diseases, are discussed. Management of insect population to control the spread of disease is also covered in this course.

BIO 302/ Molecular Genetics and Biotechnology 4 Credit Hours

Prerequisite: BIO 101, BIO 102, & BIO 210 or Consent of Instructor

Students are introduced to the basic concepts in recombinant DNA technology, gene cloning, and its impact on industry, including ideas in bioengineering and biotechnology. Theory and techniques covering molecular biology of polymerase chain reaction (PCR), protein acryl amide gel electrophoresis (PAGE), western blotting, immunochemistry, RNA and DNA isolation and purification, non-coding RNAs and microRNAs (miRNA), cDNA library construction, and screening techniques are explored.

BIO 302A/ Molecular Genetics and Biotechnology Lab 2 Credit

Prerequisite: Concurrent Enrollment or Satisfactory Completion of BIO 302 or Consent of Instructor

This course provides students with laboratory experience of concepts covered in BIO 302/ Molecular Genetics, Biotechnology.

BIO 303/ Microbiology 4 Credit Hours

Prerequisite: BIO 101 & BIO 102 or Consent of Instructor 3 lecture hours + 1 lab hour

This course introduces students to the biology of microorganisms (bacteria, fungi, protozoa, and viruses) and includes their identification, growth, and physiology. It also focuses on the importance of microorganisms in human health and disease (mechanisms of pathogens and control of disease) as well as innate and adaptive defense mechanisms. It introduces students to medical microbiology and biotechnology (isolation of DNA, agarose gel electrophoresis, polymerase chain reaction, restriction endonuclease treatment, gene therapy, etc.) using a pathogenic *Helicobacter pyloric* (stomach ulcers) and non-pathogenic *Escherichia coli* bacterial species.

BIO 304/ Human Embryology 4 Credit Hours

Prerequisite: BIO 101 or Consent of Instructor

Students study the development of the human body from time of conception through birth. Emphasis is placed on the origin of tissues and organs. Molecular mechanisms for embryonic development are also discussed.

BIO 305/ Epidemiology 3 Credit Hours

Prerequisite: BIO 101, BIO 102, MTH 201 or Consent of Instructor

Students will explore ways in which variation in disease occurrence is documented and how that variation is studied to understand causes of disease.

Department of Dental Assistance

DA 101/ Administrative Procedures

Prerequisite: None

720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours

545-Hour Program: 57.5 Clock Hours

In addition to focusing on essential dental terminology, this course focuses on basic administrative procedures and receptionist-related duties, including appointment scheduling, filing, mail handling, inventory control, and telephone communication. Students are also introduced to the legal and ethical responsibilities of the dentist and the dental staff. They become familiar with records management systems and learn how to take case histories and obtain information for the completion of dental records. They also work with a pegboard system to accomplish tasks in cash management and reconciliation.

An introduction to dental insurance and the procedures required in coding and billing is included. Students use computerized practice management software to complete dental insurance claims and patient records. In addition, career development instruction is included and focuses on identifying skills necessary for employment.

Finally, students learn OSHA standards for infection control and hazard communication as well as practice step-by-step instrument decontamination using approved sterilization agents and methods.

DA 102/ Dental Sciences

Prerequisite: DA 101, DA 103, or DA 105

720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours

545-Hour Program: 57.5 Clock Hours

Topics in this course include microbiology, contagious diseases concerning the dental team, universal precautions, barrier techniques, and handling hazardous chemicals. Students learn operator disinfection using approved agents and methods. They study cranial anatomy as it relates to anesthesia administration and pain control. Methods for taking and recording vital signs and blood pressure are introduced. Skills performed by the dental assistant in the specialty areas of oral surgery and endodontics (root canals) are presented, including procedures for the administration of topical and local anesthetics.

Students practice acquired skills on Typodont manikins, placing instruments and materials. Career development instruction focuses on interview techniques, and related dental terminology is studied.

DA 103/ Dental Radiography

Prerequisite: None

720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours

545-Hour Program: 57.5 Clock Hours

This course introduces students to the basic anatomy of the head and teeth in order to familiarize students with the anatomical structures involved in dental radiographs. Radiation protection and the hazards of X-ray radiation are studied. Emphasis is placed on maintaining radiation safety while obtaining the best possible diagnostic quality on dental radiographs. Theory, laboratory skills, and clinical practice meet California State guidelines for a Radiation Safety Certificate and comply with federal regulations for certifying radiographic operators.

Students practice techniques of film exposure and mounting in an equipped dental operatory with industry-approved structural and monitoring devices. Exposure techniques include bitewing, bisecting and parallel techniques and are performed on a patient simulator manikin. Upon successful completion of practice, students produce radiographs on site for clinical patients as prescribed by a licensed dentist. Students process film using a fully equipped darkroom or automatic processor. Students are also required to mount processed radiographs and to evaluate the diagnostic quality according to established criteria. Students retake non-diagnostic films.

Professional responsibilities regarding the state radiation safety certificate are introduced, and related dental terminology is also taught.

Finally, students learn about OSHA Standards for infection control and hazard communication. These students practice step-by-step instrument decontamination using approved sterilization agents and methods.

DA 104 / Laboratory Procedures 720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours
Prerequisite: DA 101, DA 103, or DA 105 545-Hour Program: 57.5 Clock Hours

In this course, students receive hands-on training in taking impressions and constructing study and master casts. Students are exposed to a variety of impression and gypsum materials and procedures for their use. The casts are then used to practice dental procedures, such as the fabrication of custom trays and temporary crowns. Students practice placement and removal of temporary sedative dressings on Typodont manikins according to RDA standards. Prosthodontics as a specialty is presented with instruction in crown and bridge procedures and full and partial dentures. Students are introduced to dental implants and the various types of mouth guards such as nightguards, sports guards, and bleaching trays. Instruction in career development focuses on starting a new job, and related dental terminology is studied.

DA 105/ Operative Dentistry 720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours
Prerequisite: None 545-Hour Program: 57.5 Clock Hours

This course introduces students to chair-side assisting duties and techniques practiced in general dentistry with emphasis on sit-down, four-handed dentistry. Students learn how to handle and transfer dental instruments and place materials on models. Properties and manipulation of common dental materials, including amalgam, composites, glass ionomers and sealants, are presented. Students practice required RDA procedures such as placement, wedging and removal of matrices, and the placement of cement bases and liners on Typodont manikins. Basic concepts of psychology and communication are discussed with emphasis on helping dental patients overcome anxieties related to dental treatment. Special consideration for disabled and abused patients is presented. Children's dentistry (pediatric dentistry) as a specialty is presented. Career development training concentrates on the self-directed job search. Students also study related dental terminology.

Finally, students learn about OSHA Standards for infection control and hazard communication. These students practice step-by-step instrument decontamination using approved sterilization agents and methods.

DA 106/ Orthodontics and Dental Health 720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours
Prerequisite: DA 101, DA 103, or DA 105 545-Hour Program: 57.5 Clock Hours

This course focuses on orthodontics as a specialty. Students receive hands-on training in practicing orthodontic measurements, placement of separators, sizing bands and placing and ligating arch wires. Theory on orthodontic assistant duties, office routine, and malocclusion classifications are presented. In addition, students chart oral conditions of patients/students in compliance with state guidelines for mouth mirror inspection.

DA 107/ DA Externship

*Prerequisite: Successful completion of
DA 101, DA 102, DA 103, DA 104, DA 105, DA 106*

720-Hour Program: 160 Clock Hours; 4.27 Credit Hours
545-Hour Program: 200 Clock Hours

Upon successful completion of classroom courses, Dental Assistant students participate in a 160-hours externship at an approved facility. The externship provides the student with an opportunity to apply principles and practices learned in the program and utilize entry level Dental Assistant skills in working with patients. Dental assistant externs work under the direct supervision of qualified personnel at the participating externship sites, and under general supervision of the college staff. Externs are evaluated by supervisory personnel at the site at 80- and 160-hour intervals. Completed evaluation forms are placed in the students' permanent records. Students must successfully complete their externship experience in order to fulfill requirement for graduation.

Upon successful completion of class and laboratory hours at NWSC, students are provided an externship training of 160-clock hours at an approved participating dental facility. Students get hands-on training working under the supervision of a licensed dentist. The externship completes the student's requirements for graduation, prepares them for a national certification examination, and provides them with skills needed in any entry-level dental assisting job market.

Department of English as a Second Language

ESL 090/ Reading Level I (3-0)

3 Lecture Hours

Prerequisite: None

Students in this program should have studied high school English in their native country or in the United States. Students are required to score a passing grade on the college assessment (placement test) in order to register for this course. This introductory level course involves developing skills to improve their reading speed, vocabulary, and reading comprehension.

ESL 091/ Reading Level II (3-0)

3 Lecture Hours

Prerequisite: ESL 090 or Consent of Instructor

This intermediate level course emphasizes the development of English skills needed to be used in a professional work setting/environment.

ESL 092/ Reading Level III (3-0)

3 Lecture Hours

Prerequisite: ESL 091 or Consent of Instructor

This advanced level course places emphasis on developing complex reading skills and comprehension techniques in order to satisfactorily complete tasks in a professional work setting/ environment.

ESL 093/ Writing Skills Level I (3-0)

3 Lecture Hours

Prerequisite: ESL 092 or Consent of Instructor

Students in this program should have studied high school English in their native country or in the U.S. Students are required to score a passing grade on the college assessment (placement test) in order to register for this course. This introductory level course involves learning to express ideas in a paragraph by writing well constructed, grammatically correct sentences. Students will learn to recognize spelling patterns for verbs and nouns, improve their vocabulary, and write sentences with correct punctuation.

ESL 094/ Writing Skills Level II (3-0)

3 Lecture Hours

Prerequisite: ESL 093 or Consent of Instructor

This intermediate level course focuses on expanding basic sentence patterns into complex sentences by writing thoughts in a paragraph and understanding the importance of unity and coherence characteristics.)

ESL 095/ Writing Skills Level III(3-0)

3 Lecture Hours

Prerequisite: ESL 094

This advanced level course places emphasis on writing well-written essays, develop skills for expanding and modifying a sentence, proper steps for the writing process, and guide students through the research process and develop basic research skills.

ESL 096/ Communication Skills Level I (3-0)

3 Lecture Hours

Prerequisite: ESL 092 & ESL 095 or Consent of Instructor

This introductory level course involves learning to use speaking and listening skills to communicate. Students will learn decision-making and problem-solving techniques and learn to participate in group discussions and make small presentations.

ESL 097/ Communication Skills Level II (3-0)

3 Lecture Hours

Prerequisite: ESL 096

This intermediate level course focuses on improving speaking and listening skills in order to communicate for a longer period of time. Students will learn more in-depth decision-making and problem-solving techniques. Students will also learn to be more involved and participate in group discussions and make large presentations.

ESL 098 Communication Skills Level III (3-0)

3 Lecture Hours

Prerequisite: ESL 097

This advanced level course involves using critical skills to solve problems and find alternative solutions along with presenting them effectively.

Department of Health Sciences**HS 200/ Introduction to Healthcare**

2-3 Credit Hours

Prerequisite: None

This course provides an overview of the role of various healthcare professions, ethical and legal responsibilities, patient assessment techniques, medical terminology, electronic health records, preventive health and wellness, cultural competence, communication and problem solving skills. Additional skills taught in this course include: vital signs assessment, safe body mechanics and safety, basic first aid, standard & transmission based infection precautions.

HS 220/ Health & Wellness

3 Credit Hours

Prerequisite: None

This course presents a detailed description of common diseases related to cardiovascular system, integumentary system, skeleton system, muscular system, immune system, urinary system, digestive system, reproductive system and respiratory system. The course will provide healthy guidelines and life style for disease management or prevention. The importance of making decisions about health care, connection of mind & body, healthy nutrition, and exercise will be explained.

HS 250/ Healthcare in the U.S.

3 Credit Hours

Prerequisite: None

This course will explain the U.S. healthcare system, health insurance, healthcare professionals, hospitals, primary care, healthcare policy, cost of healthcare services, equity, vulnerable population and technology in healthcare. The course also will integrate the concept of managed care and community healthcare services.

HS 251/ Fundamentals of Public Health

4 Credit Hours

Prerequisite: HS 200 & HS 250 or Consent of Instructor

This course will address public health concepts, including the philosophy, purpose, history, and the roles and responsibilities. Students will get an in-depth understanding of the core functions and essential services of public health, as well as the unique roles and responsibilities of public health at different levels of governments.

HS 260/ Healthcare Practice

3 Credit Hours

Prerequisite: None

This course offers a broad and comprehensive knowledge of healthcare fields for health and safety professionals who work in hospitals and nursing homes. It provides insight into professional practice issues and the legal implications of license and practice as well as in- depth understanding of rules of practice and the standards of care.

HS 270/ Integrated Medicine in Modern Healthcare

3 Credit Hours

Prerequisite: None

This course presents the concept of integrative medicine in an informative, nonjudgmental format on the topics of acupuncture, chiropractic care, herbal medicine, homeopathy, massage therapy, and neuropathic medicine.

HS 300/ Cultural Competency

3 Credit Hours

Prerequisite: None

This course will present the concept of culture competency in healthcare and the effect of culture on: medical practice, behavior, healthcare team, medical disease, mental disease, and medical care. The cultural consideration of some populations will be explained (e.g., Native American, Muslim, Arab, Jewish, Hispanic).

HS 301/ Healthcare Ethics

3 Credit Hours

Prerequisite: HUM 205 or Consent of Instructor

This course will present healthcare ethics principles in organizations and clinical trials. Ethical dilemmas of 21st century will be discussed (e.g., human cloning, abortion, etc.). The role of healthcare committee members or board in protecting the rights of patients and participants in clinical trials will be explained.

HS 310/ Epidemiology & Public Health

3 Credit Hours

Prerequisite: None

This course will introduce students to the broad base of epidemiological knowledge, its applications, and its research methods. A generalized track will help them to respond to new emerging situations (new infections, environmental disasters, ongoing public health problems, cardiovascular diseases, obesity and tobacco abuse—to name a few) and other ongoing public health problems.

HS 312/ Mental Health

3 Credit Hours

Prerequisite: PSY 101 or Consent of Instructor

A mental disorder due to organic changes in the brain or a disorder primarily because of patient's behavior can become a challenge in the present healthcare system. Current issues and concepts will be introduced in HS 312/ Mental Health in order to develop an effective process in evaluating the legal, political, and ethical challenges facing healthcare in the United States.

HS 401/ Organizational Behavior

3 Credit Hours

Prerequisite: PSY 101 or Consent of Instructor

This course will provide an overview of organizational behavior, values, personality, workplace emotions, work-related stress, stress management, decision making, job satisfaction, organizational commitment, communicating in teams, communication barrier negotiation in the workplace, leadership in organizational setting, organizational culture, and organizational change. It will explain also the importance of emotional intelligence and critical thinking in solving conflict in the workplace.

HS 430/ Healthcare Policy

3 Credit Hours

Prerequisite: None

This course will introduce and explain a list of popular healthcare policies such as: abortion, do-not-resuscitate, embryo research, medical needs, parental consent, and vaccine injury compensation program. The course will help students to understand the benefits of debate issues and conflict of healthcare policy.

Department of Healthcare Informatics**HIT 200/ Introduction to Healthcare Information Technology**

3 Credit Hours

Prerequisite: None

This course introduces language used by physicians and health professionals to accurately describe body parts and its conditions, terminology for medical procedures, names of commonly prescribed medications, and recognition of common abbreviations. This systemic approach to word-building and term comprehension is based on the concepts' root words, prefixes, and suffixes. Students will develop the ability to recognize and utilize medical terms as a skilled professional.

HIT 210/ Healthcare Data Management

3 Credit Hours

Prerequisites: None

This course introduces students to using spreadsheets and related databases in decision making analysis. It covers data manipulation, formatting, and charting using Microsoft Excel for design, implementation, and data retrieval from small to medium relational database systems using Microsoft Access.

HIT 220/ Database Management Systems

3 Credit Hours

Prerequisite: HIT 210 or Consent of Instructor

This course focuses on the general concepts and methodologies in file and database management systems, data representation, data modeling, and file organization. Additional focus will be on the movement of data to related database systems within and outside the user organization. Students are required to start implementing simple database applications using commercially available packages such as MS Access and Oracle.

HIT 222/ Health Network & Telecommunication Management

3 Credit Hours

Prerequisites: HIT 200 or Consent of Instructor

This course addresses current principle applications, technology and regulatory policies including data analyses, high speed information networks, and other upcoming support systems that can be utilized with a goal of attaining best possible healthcare management and meaningful solutions.

HIT 250/ Legal & Regulatory Considerations in HIT

3 Credit Hours

Prerequisites: HIT 200 or Consent of Instructor

The role and importance of legal and regulatory concerns as it pertain to health information services and its documentation is discussed in this course. Legal terminology, laws governing the release of information, and rights and responsibility of all involved in delivering healthcare is discussed.

HIT 300/ Coding & Classification Systems

3 Credit Hours

Prerequisite: HIT 222 or Consent of Instructor

The process of insurance billing and reimbursement includes the correct identification of diagnostic procedure and service codes for medical insurance claims. Each individual code specifically represents a numerical or alpha numerical identification for insurance carries and is crucial in maximum reimbursement. Therefore, a thorough understanding of medical terminology along with pathophysiology and pharmacologic will be developed in the course before working in the identification of codes in part II.

HIT 301/ Coding & Reimbursement Systems

3 Credit Hours

Prerequisite: HIT 300 or Consent of Instructor

The second course of a two-course sequence, this course will continue with the identification and practice of diagnostic codes in the International Classification of Disease Manual (ICD-10-CM), medical procedures, and service codes listed in Current Procedural Terminology (CPT). In addition, most recent and relevant topics in classification and reimbursements systems will be covered along with professional practice exercise.

HIT 310/ Health Information & Cyber Security

3 Credit Hours

Prerequisite: HIT 250 or Consent of Instructor

In this course, students will develop a broad understanding of professional credentials and other requirement for health information management and its career opportunities in different work settings. Health records format, content, documentation guidelines, and the procedures of quantitative and qualitative analyses of records as mandated by AHIMA will be examined. In addition, master patient index, the number index, filing systems, record tracking, retrieval, and retention will be examined.

HIT 315/ Clinical Informatics

3 Credit Hours

Prerequisite: HIT 300 & HIT 301 or Consent of Instructor

This course will explore the recent advances in informatics, which provide a new tool for the healthcare industry in the analysis and design of communication systems for evaluation of clinical information that can enhance the individual and population health outcomes and improve the clinician-patient solutions. The course will also address how clinical informatics will keep healthcare providers in using their expertise of patient care in procurement, customization, management, and continuous improvement of clinical information system.

HIT 450/ Health Information Administration

3 Credit Hours

Prerequisites: Consent of Instructor

This certification course can be used by itself to apply for coding jobs as well as serve as testimony for any information-technology student to prove his/her competency in healthcare informatics. Topics include management of patient health information and medical records, administering healthcare IT system, collecting and analyzing patient data using classification data.

HIT 499/ Health Information Practice

3 Credit Hours

Prerequisites: Consent of Instructor

In this course, students will conduct a six-week internship at a clinic or hospital involved in health information management. The students will gain practice through hands-on experience in developing and managing health information technology systems.

Department of Healthcare Management

HM 202/ Health Insurance & Payer Sources

3 Credit Hours

Prerequisites: None

This course introduces students to the concepts of managed care, payment methodologies, and reimbursement methods through the study of forms process and practices. This course will provide comprehensive knowledge of insurance products; third-party payments; and prospective and bundled payment sources including Medicare, Medicaid, and various insurance providers. Topics also include integrated care models (ICM) and Medicare Shared Savings Program (MSSP) as payment structures have changed under the Affordable Act.

HM 203/ Healthcare Program Evaluation & Quality Improvement

3 Credit Hours

Prerequisite: IT 100 or Consent of Instructor

Quality improvement is the biggest challenge for the today's industry, as reflected by variables of patient outcome, cost of care, and risk management. Upon understating and learning the tools of evaluation and quality improvement, the healthcare workforce will be able to achieve the goals of redesigning business and clinical processes to improve patient outcome at the lowest possible costs. In this course, students will learn Total Quality Management (TQM), techniques in healthcare, and how to report the results to the quality measuring institutions such as Central Management Services (CMS) and Agency for Healthcare Research and Quality (AHRQ) for patient outcomes and quality of care.

HM 301/ Integrated Care Models & ACOs

3 Credit Hours

Prerequisites: None

The implementation of the Affordable Care Act has dramatically changed the landscape of patient care delivery. The impact of this change exponentially increased the demand for better design in technology systems to carry out the best practice. This course is designed to explore different aspects of healthcare reform and how the American healthcare system must be reinvented to accommodate such changes. Through the study of different integrated care models to designing of clinical high risk pathways as carried out by the Accountable Care organization, the students will learn to achieve a deep understating of establishing best practice.

HM 302/ Health Law & Compliance

3 Credit Hours

Prerequisite: HUM 205 or Consent of Instructor

Management legal compliance in healthcare industry is a daunting task for even an experienced healthcare professional. This course trains students in the fundamentals of healthcare law and examines the regulatory issues with emphasis on documentation of care. By examining the complexities of a compliance program, students will learn to manage successful compliance program for any healthcare services provider.

Topics include legal terminology pertaining to civil liability and the judicial and legislative processes; laws and regulations addressing release of information and retention of records; and issues surrounding confidentiality as well as accreditation standards for CMS, JCAHO (Joint Commission Accreditation Healthcare Organization), NCQA (National Committee for Quality Assurance), AMAP (American Medical Accreditation Program), and URAC (Utilization review Accreditation Commission).

HM 303/ Healthcare Financial Management

3 Credit Hours

Prerequisites: FIN 101 & HS 250 or Consent of Instructor

Coursework focuses on developing basic financing skills that are essential to operational management of clinical services, including planning and budgeting, estimating costs and profits, procurement analysis for equipment purchases or service offerings, and working with financial statements for an array of healthcare institutions. Additionally, it develops competency with insight in healthcare financial management including concepts of value-based purchasing, bundling, and prospective payment systems.

HM 310/ Introduction to Leadership Fundamentals

3 Credit Hours

Prerequisites: None

This course will introduce leadership fundamental concepts for personal and professional growth to construct high performance among teams. Students will be presented to different field-tested ideas to guide professional and social growth among families. Several team-related concepts will be discussed during this course, such as motivation and empowerment. Theoretical team-leading foundation will be explained to students while working on personal growth and development exercises in class applying the five stages model.

Department of Humanities & Fine Arts**HUM 201/ World Religions**

3 Credit Hours

Prerequisite: None

This course includes an investigation of the world's major religions which will give attention to their origin, history, mythology and doctrines. Students are introduced to religions of the world, including Buddhism, Hinduism, Confucianism, Judaism, Christianity, and Islam. Discussions on commonalities and differences amongst these religions are emphasized.

HUM 202/ World Civilizations

3 Credit Hours

Prerequisite: None

This course introduces students to a selection of formative historical and contemporary texts in a variety of disciplines (philosophy, social sciences, literature, multicultural, and gender states).

HUM 203/ Humanities Appreciation

3 Credit Hours

Prerequisite: None

Humanities Appreciation includes a thematic- or genre-based interdisciplinary study of selected works of art, music, literature, philosophy, and history. Differing subject matter and issues will be discussed and analyzed, with attention directed to the role of humanities in current society.

HUM 205/ Introduction to Ethics

3 Credit Hours

Prerequisite: None

Through analyses of readings, films, and discussions/debates, this course attempts to discover by rational methods the truth about right and wrong, good and bad, as well as morality and immorality—otherwise referred to as the branch of philosophy known as ethics. Course content will critically examine existing systems of values and their applications to life situations and help improve students' ability to understand and make ethical choices.

FA 102/ Music Appreciation

3 Credit Hours

Prerequisite: None

This course is an introduction to representative music masterpieces through perceptive listening. Emphasis is placed on the elements of music, various musical forms and periods, and great composers and performers.

FA 103/ Religion in Architecture

3 Credit Hours

Prerequisite: None

Students in this course can expect to gain an introductory and historical understanding of how religion affects and has affected art and architecture in the last several centuries. A great deal of emphasis will be placed on sacred architecture in Islam, Christianity, and Judaism, and the structural, functional, and aesthetic characteristics attributed to religious buildings in each faith group. This course will survey some important architectural structures in the three major faith groups.

Department of Information Technology

IT 100/ Introduction to Computer & Information Technology

3 Credit Hours

Prerequisite: None

This course teaches students the essentials of computer technology concepts and skills. It helps students build a concrete understanding of how computers work and how various types of computing devices and accessories are used in school, work, and at home. Students will explore hardware and software basics, input and output devices, storage, operating systems. Modern communications devices including smart phones and personal digital assistants as well as the network technology will also be covered.

IT 105/ Computer Applications

3 Credit Hours

Prerequisite: IT 100 or Consent of Instructor

This course is designed to teach students the fundamentals of computer concepts and basics of applications such as Word, Excel, PowerPoint, and Access. This course will concisely cover internet, email processes, and Windows file management

IT 110/ Computer Hardware Basics

3 Credit Hours

Prerequisite: IT 100 or Consent of Instructor

This course teaches students the fundamentals of maintaining and upgrading personal computers. Computer hardware identification, configuration, assembly and disassembly, of important devices and its basic troubleshooting techniques will be taught.

IT 112/ System Analysis & Design Methods

3 Credit Hours

Prerequisite: IT 100 or Consent of Instructor

In this course the students will solve problems, calculate and analyses various complex data using Microsoft Excel application. Hands-on labs will teach students the application in full depth.

IT 115/ Introduction to Computer Networks

3 Credit Hours

Prerequisite: IT 100 or Consent of Instructor

This course introduces the architecture, structure, functions, components, and models of the internet and other computer networks. The principles and structure of IP addressing and the fundamentals of ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. Students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

IT 200/ Hardware & Software Engineering

3 Credit Hours

Prerequisite: IT 105 or Consent of Instructor

This course provides fundamentals of maintaining and upgrading computers. Content includes hardware support relating to personal computer (PCs), laptops, and printers including system boards, hard drive, memory, input/output devices, multimedia, as well as identification, configuration, assembly and disassembly of important devices and its basic troubleshooting techniques. In addition, content will address operating systems, installation, and its troubleshooting on modern personal computer systems, networks, printers, and mobile devices. Material covered in this course prepares students for the CompTIA+ Industry Standard Certification.

IT 210/ Server Operating Systems

3 Credit Hours

Prerequisite: IT 115 or Consent of Instructor

This course covers the installation and administration of a Windows server network operating system. Topics include managing and maintaining physical and logical devices; access to resources; server environment; managing users, computers, and groups; and implementing disaster recovery. In addition, course content will address print services, network services, and access controls.

IT 220/ Linux Operating System

3 Credit Hours

Prerequisite: IT 115 or Consent of Instructor

This course teaches students how to install and use Linux Operating system. It will help students achieve the skills needed to interact with the UNIX / Linux operating system at the shell level. Students will become familiar with files and file systems, elementary commands, common utilities, basic shell scripts, and some system administration. Students will use RED hat or Fedora Linux operating system.

IT 310/ Routing and Switching Essentials

4 Credits Hours

Prerequisite: IT 115 or Consent of Instructor

This course is designed to provide students with classroom and laboratory experience in current and emerging networking technology. This course helps students to configure routing protocols such as RIP, EIGRP, OSPF and basic switching, VLAN configuration, switch port security, and interval routing in both IPv4 and IPv6. All hands-on labs will be done on CISCO router and switches.

IT 315/ Introduction to Network Security

4 Credits Hours

Prerequisite: IT 310 or Consent of Instructor

This course will introduce students to the fundamentals of computer security and various security tools. Topics including a detailed discussion of security attack techniques and security defense technologies. Hands-on projects are designed to apply defensive strategies to harden a company's servers and workstations. Students will also

learn software vulnerability analysis, defense, and exploitation, reverse engineering, networking and wireless security.

IT 320/ Introduction to Database Management Systems 4 Credits Hours

Prerequisite: IT 315 or Consent of Instructor

This course is designed to help students learn a database management system (DBMS) commonly encountered on single-user and networked microcomputers to solve business problems. Students will study data design theory and learn to develop general knowledge of database design and its administration. Hands-on labs are designed to teach how to develop a database including tables, queries, forms, and reports using SQL. Students will also learn how to develop database applications for small- to mid-size organizations as a project.

IT 325/ Web Development 4 Credits Hours

Prerequisite: IT 210 or Consent of Instructor

This course is an introduction to web programming using HTML. HTML is the programming language used to develop home pages on the internet. Course content will cover the most current tools available for developing HTML documents and posting pages on the World Wide Web. This course covers the basics of HTML5.

IT 330/ Wide Area Network Technologies 4 Credits Hours

Prerequisite: IT 210 or Consent of Instructor

This course is designed to help students understand and identify different WAN technologies such as Metro Ethernet, VSAT, Cellular 3g/4g, MPLS, T1/E1, ISDN, DSL, & cable and their benefits. Student will configure and troubleshoot basic WAN serial connection, PPP, VPN, NAT, Frame Relay, and PPPoE on CISCO routers.

IT 340/ VOIP & Telecommunicating 3 Credit Hours

Prerequisite: IT 210 or Consent of Instructor

This course covers technologies and systems that serve voice traffic, including enterprise switches, networked telephony solutions, voice over internet protocol (VoIP), call centers, voice processing, and wireless systems. Administration, securing, and troubleshooting of VoIP systems are also discussed.

IT 405/ Object-Oriented Programming 4 Credits Hours

Prerequisite: IT 325 & IT 330 or Consent of Instructor

In this course, students will learn to write basic Java applications and applets using the design principles of Object-Oriented Programming. Course content will help students learn the utilization of good programming skills and use of variables, data types, sequence, decision, repetition, graphical user interface components, libraries, arrays, error handling, testing, debugging and concepts of class, object, and inheritance.

IT 410/ Ethical Hacking Basics 4 Credits Hours

Prerequisite: HUM 205 & IT 315 or Consent of Instructor

Students in this course will be shown how to scan, test, hack and secure their own systems. The hands-on labs give each student in-depth knowledge and practical experience with the current essential security systems. Students will begin by understanding how perimeter defenses work, and then be lead into scanning and attacking their own networks. Students will then learn how intruders escalate privileges, what steps can be taken to secure

a system, and learn about Intrusion Detection, Policy Creation, Social Engineering, DDoS Attacks, Buffer Overflows, and creating their own viruses.

IT 415/ IT Senior Project

5 Credits Hours

Prerequisite: Consent of Instructor

Senior-standing students will conduct an independent investigation of an appropriate problem in computer studies, which will be carried out under the supervision of a faculty member. The project should strive to produce reports and results. A formal written report and an oral presentation are required.

Department of Language & Literacy

ENG 100/ Academic Writing

3 Credit Hours

Prerequisite: None

Academic Writing will incorporate the basic mechanics of English writing with copyright regulations. Students will explore various sources and work on clarifying topics, organizing arguments, and supporting claims with evidence and reasoning. In addition, students will practice summarizing, paraphrasing, and using citations while further developing editing skills.

ENG 101/ English Language and Composition I

3 Credit Hours

Prerequisite: None

ENG 101 provides an overview of the writing process, including invention, editing/proofreading, style, and voice. English grammar and mechanics, parts of speech, and characteristics of strong sentences and paragraphs are reviewed. Vocabulary expansion is also included. Writings explore a variety of genres, with an emphasis on essays.

ENG 102/ English Language and Composition II

3 Credit Hours

Prerequisite: ENG 101 or Consent of Instructor

This course concentrates on the proper understanding and use of the English language in various written genres. It reviews the steps of the writing process; continues the review of grammar and mechanics; requires textual analysis, written summaries, and narrative and persuasive writings both in and out of class; and introduces the basics of writing various types of argument essays.

ENG 201/ Argument & Rhetorical Analysis

3 Credit Hours

Prerequisite: ENG 101 or Consent of Instructor

This course concentrates on developing fluency in identifying, analyzing, and writing various types of arguments and rhetorical analyses. Different types of arguments and their uses as well as logical fallacies are examined in detail. Continuous improvement in writing style and voice is a goal so that students develop fluency in composing written responses. This course is designed to help pre-medical students pass the writing sections of the MCAT Exam.

ENG 202/ Fundamentals of Speech Communication 3 Credit Hours

Prerequisite: ENG 101 or Consent of Instructor

Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced. Students will improve their skills in communicating with others through the preparation and delivery of formal public speeches. This course requires college-level skills in reading and writing. Skills developed include understanding the writing/speaking processes from invention to presentation, the importance of audience, understanding and applying appropriate modes of expression, participating in groups with emphasis on listening, as well as using critical and reflective proficiency in the development of exposition and argument.

FL 101/ Arabic I 3 Credit Hours

Prerequisite: None

FL 101 is designed to provide a basic knowledge of reading and writing Arabic. Emphasis is placed on spoken Arabic, while literary Arabic is taught in the second course of the sequence. Differences in dialects of various Arabic-speaking regions are also discussed in this class.

FL 102/ Arabic II 3 Credit Hours

Prerequisite: FL 101 or Consent of Instructor

This course deals with Arabic grammar and writing, including sentence structure and delivery of material in writing. Designed as the second course of this sequence, this course emphasizes literary Arabic. An understanding of the language, including written communications, are taught in this course.

FL 103/ Spanish for Health Professionals 3 Credit Hours

Prerequisite: FL 101 or Consent of Instructor

FL 103 teaches basic Spanish phrases and Spanish medical terminology that are necessary to provide medical care and attention to Spanish-speaking patients. In addition to workplace Spanish language, discussions cover cross-cultural issues pertinent to the interaction between the Hispanic community and healthcare workers.

Prerequisite: Consent of the Department Chairperson

FL 104/ Urdu-Hindi I 3 Credit Hours

Prerequisite: None

As a beginner course, FL 104 deals with Urdu and Hindi alphabets, characters, words, and sentences in a gradual manner. Spoken Urdu as well as simple reading and writing skills are emphasized. Students interested in learning classical Urdu and more advanced reading and writing skills are recommended to take FL 105.

Prerequisite: Consent of the Department Chairperson

FL 105/ Urdu-Hindi II 3 Credit Hours

Prerequisite: FL 104 or Consent of Instructor

The second of the Urdu-Hindi series, FL 105 is an advanced class designed to improve students' reading and writing abilities in Urdu and Hindi. This course includes the ability to read novels, dramas, plays, and poetry. The writing will emphasize single writing dealing with storytelling. The understanding of Urdu grammar is also taught in this course.

FL 201/ Arabic Oral Communication

3 Credit Hours

Prerequisite: FL 101 and FL 102 or Consent of Instructor

This course helps develop oral familiarity with the Arabic language using specially designed exercises in pronunciation, rhythm, and stress. Individual readings of modern Arabic works are discussed in class with written and oral components. This course helps to develop the ability to use the Arabic language with fluency.

FL 202/ Urdu-Hindi Oral Communication

3 Credit Hours

Prerequisite: FL 104 and FL 105 or Consent of Instructor

Students use specially designed exercises in pronunciation, stress, and rhythm to develop their communication skills. Individual readings of modern Urdu are discussed in class, and assignments are related to oral and written components of the language. Students develop the ability to use the Urdu language with fluency.

Department of Mathematics & Finance**ACCT 101/ Introduction to Accounting**

3 Credit Hours

Prerequisite: None

Introduction to Accounting is a foundational course dealing with concepts and applications of the principle of accounting in business and personal related recordkeeping. Students will be introduced to different forms, financial statements, and spreadsheets, as well as analyzing accounting records and financial statements.

FIN 101/ Fundamentals of Budget & Finance

3 Credit Hours

Prerequisite: None

This course is an introduction to budgeting for business and/or personal revenue and expenditure cycles and understanding the analysis of spreadsheets showing income and expenses of businesses. The concept of budget development, analysis, and variation in the allocated zone are discussed. Financial planning as an integrated part of the budget is also explored.

MTH 121/ College Algebra/Pre-Calculus

4 Credit Hours

Prerequisite: None

College Algebra covers basic mathematics using algebraic equations. Topics include polynomial, rational, exponential, logarithmic functions, systems of equations and inequalities, sequences, matrices, and series mathematical matching. Emphasis is placed on algebraic and graphical approaches.

MTH 122/ Calculus

4 Credit Hours

Prerequisite: MTH 121 or Consent of Instructor

Calculus covers real numbers and basic properties. Emphasis is on the following concepts: algebraic operations involving integer exponents, including scientific notation, polynomial operations, and factoring polynomials; solutions of linear and quadratic equations as well as linear inequalities; solutions and manipulations of literal equations; and graphical and algebraic solutions of systems of linear equations in two variables. Emphases on geometry concepts include the following: perimeter; area of geometric figures, including triangles, rectangles, and

circles; and volumes of spheres, cylinders, and pyramids. Applications of problem solving skills are emphasized throughout the course. Writing assignments are part of the course.

MTH 201/ Statistics

4 Credit Hours

Prerequisite: MTH 121 or Consent of Instructor

Statistics examines the following concepts: probability spaces, random variables and distribution, laws of large numbers, central limit theorem, joint probability distributions, sampling distributions, theory of estimation, and sample linear regression.

The course theme may include biostatistics, which provides an introduction to selected important topics in biostatistical concepts and reasoning. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types.

Department of Medical Assistance

MA 101/ Healthcare Procedures

720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours

Prerequisite: None

545-Hour Program: 57.5 Clock Hours

This course emphasizes patient care, including the complete physical exam and positioning and draping. Anatomy and physiology with associated medical terminology of the eyes and ears, the integumentary system, nervous system, and common disorders related to each are taught. Students learn how to interact and communicate effectively by exploring the fundamentals of interpersonal relations, basic psychology and meeting the psychosocial needs of the patient. Students will also cover medical law and ethics. Basic administrative office skills performed by the medical assistant are included. Students will also learn how to perform procedures associated with the physical exam.

MA 102/ Clinical Assisting and Examination Techniques

Prerequisite: None

720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours

545-Hour Program: 57.5 Clock Hours

This course stresses the importance of asepsis and sterile technique in today's health care environment. Students learn about basic bacteriology and its relationship to infection and disease control. Anatomy and physiology with associated medical terminology of the muscular system and common disorders related to it are taught. Basic therapeutic drugs, their uses, classification and effects on the body are included. Students become familiar with the principles of administering medication. They prepare medication for administration by various methods, and prepare for and assist with minor office surgical procedures.

MA 103/ Diagnostic and Specialty Procedures

Prerequisite: None

720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours

545-Hour Program: 57.5 Clock Hours

This course introduces students to office emergencies and first aid. The course will also examine the anatomy and physiology with associated medical terminology, of the circulatory and respiratory systems, including the structure and function of the heart and lungs. Students learn about the electrical pathways of the heart muscle in preparation for applying electrocardiography (ECG or EKG) leads and recording a 12-lead electrocardiogram. A

cardiopulmonary resuscitation (CPR) course enables students to respond to cardiac emergencies. Students check vital signs and differentiate between normal values for pediatric and adult patients. Students study facility management and personnel procedures.

MA 104/ Medical Records and Pharmacology

Prerequisite: None

720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours

545-Hour Program: 57.5 Clock Hours

This course introduces students to the concepts and skills involved in medical billing, banking, and insurance processing. Anatomy and physiology with associated medical terminology of the digestive system are presented in conjunction with nutrition and health practices, is also discussed. Students study medical insurance, billing and coding, and bookkeeping procedures essential to the medical office. Students will continue to build upon their keyboarding and computing skills. Basic therapeutic drugs, their uses, classification and effects on the body are included. Students become familiar with the principles of administering medication. They prepare medication for administration by various methods.

MA 105/ Medical Billing and Insurance Processing

Prerequisite: None

720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours

545-Hour Program: 57.5 Clock Hours

This course introduces students to the concepts and skills involved in medical billing, banking, and insurance processing. Anatomy and physiology with associated medical terminology of the digestive system are presented in conjunction with nutrition and health practices, is also discussed. Students study medical insurance, billing and coding, and bookkeeping procedures essential to the medical office. Students will continue to build upon their keyboarding and computing skills. Introduces laboratory procedures commonly performed in a physician's office or medical clinic. Students learn specimen identification, collection, handling and transportation procedures, and practice venipuncture and routine diagnostic hematology. Maintenance and care of laboratory equipment and supplies are discussed. Anatomy and physiology with associated medical terminology of the urinary system, including its structures and functions, and common disorders related to it are taught. The lymphatic and immune systems are also covered. Students perform common laboratory tests, check vital signs, and perform selected invasive procedures. Students will also study how to perform in patient triage processing and other routine administrative procedures.

MA 106/ Medical Records and Patient Education

Prerequisite: None

720-Hour Program: 93.5 Clock Hours; 2.48 Credit Hours

545-Hour Program: 57.5 Clock Hours

This course introduces students to the concepts and skills involved in medical billing, banking, and insurance processing. Anatomy and physiology with associated medical terminology of the reproductive system are presented in conjunction with nutrition and health practices, is also discussed. Students study medical insurance, billing and coding, and bookkeeping procedures essential to the medical office. Students will continue to build upon their keyboarding and computing skills.

MA 107/ Externship

Prerequisite: Successful completion of MA 101, 720-Hour Program: 160 Clock Hours; 4.27 Credit Hours
 MA 102, MA 103, MA 104, MA 105, & MA 106 545-Hour Program: 200 Clock Hours

Upon successful completion of all six courses, students will participate in a 160-clock hour externship at an approved medical facility. This hands-on training provides students with an opportunity to apply the principles and practices learned in the program. It prepares students for passing the national certification exam and qualifies them for entry-level medical assistant job positions.

Department of Pharmacy Technician**PhT 101/ Pharmacy Legislation and Basic Pharmacology**

25 Contact Hours

Prerequisite: None

This 4-week course is designed to provide students with an overview and historical development of pharmacy, including an overall understanding of medication administration, safety, and quality assurance. The human body systems and medications used to treat conditions of the systems are explored, and repackaging and compounding are discussed and performed. Included in this course is the use of policy and procedure manuals, materials management of pharmaceuticals, the pharmacy formulary system, computer applications in drug-use control, as well as receiving and processing medication orders. Preparation and utilization of patient profiles, handling medications, storage and delivery of drug products, records management and inventory control, and compensation and methods of payment for pharmacy services are also explored. In addition to addressing conversions and calculations used by pharmacy technicians, drug dosages in units, as well as working with compounds, admixtures, and parenteral and IV medications, the student will gain hands-on skills in the laboratory practice setting.

PhT 102/ Medication Preparation and Administration

25 Clock Hours

Prerequisite: None

This 4-week course is designed to provide students with the pharmacy technician responsibilities of filling prescriptions, including the information required to fill prescriptions, typing prescription labels, and how to read a drug label. Hands-on skills are performed in a laboratory setting.

PhT 103/ Pharmacy Practice

25 Clock Hours

Prerequisite: None

This course is designed to introduce the student to professional aspects of working with pharmacy technology. Subjects covered include the history and changing roles of pharmacists and pharmacy technicians as well as the law and ethics of pharmacy, which includes the Food and Drug Act, the 1970 Comprehensive Drug Abuse Prevention and Control Act, and other modern-day drug legislation. In addition, the course discusses the respiratory system and medications for respiratory tract disorders as well as oncology agents and HIV/AIDS. Calculations and dimensional analysis of drug dosages are also addressed, and hands-on skills are performed in the laboratory setting.

PhT 104/ Clinical Externship

80 Clock Hours

Prerequisite: Successful completion of PhT 101, PhT102, &PhT103

This 80-hour course is designed to provide students with supervised, practical, hands-on and observational experiences in the working pharmacy. Each student is expected to gain experience in an institutional/hospital pharmacy or a community (retail) pharmacy. The student will gain exposure to “on-the-job” experiences and training in the pharmacy setting and practice of skills, thereby gaining familiarity in all aspects of drug preparation and distribution utilized by participating sites.

Department of Pharmaceutical Sciences**PS 101/ Careers in Pharmaceutical Industries**

2 Credit Hours

Prerequisite: None

This course includes an introduction about the main departments of pharmaceutical companies, including the research & development manufacturing, sales, marketing, and post-release assessment departments. The hierarchy of job positions found in pharmaceutical drug industries will also be discussed.

PS 200/ Principles of Pharmaceutical Marketing

3 Credit Hours

Prerequisite: None

This course introduces students to the principles of pharmaceutical marketing, including identifying the market, market behavior and analysis, physical prescribing habits, distribution channels, competitive practices, and international marketing.

PS 220/ Drug Development

3 Credit Hours

Prerequisite: PS 101 or Consent of Instructor

This course serves as an introduction to the drug development process and will familiarize students with the steps involved in developing a drug from discovery to commercialization. This course also teaches how clinical research questions are formulated, deals with ethical issues related to human subjects research, and regulatory issues.

PS 300/ Pharmacology

3 Credit Hours

Prerequisite: BIO 201 or Consent of Instructor

Pharmacology examines the science behind the uses of drugs, covering a variety of common prescription medications, over-the-counter drugs, supplements and herbal medicines, and drugs of abuse. The clinical use, mechanism of action, and important side effects of each class of drugs are explored within the context of the body's organ systems.

PS 341/ Toxicology & Drug Interaction

3 Credit Hours

Prerequisite: CHEM 340 or Consent of Instructor

This course is designed to provide a basic training in toxicology and a basic understanding of the principles of nonclinical safety evaluations, with emphasis on the practical application of these principles and interpretation of nonclinical safety data.

PS 342/ CNPR Certification Preparation

3 Credit Hours

Prerequisite: BIO 104, PS 300, & PS 341 or Consent of Instructor

This course prepares students for the CNPR certification exam. The course builds on the students' knowledge of different topics in the pharmaceutical industry as well as in pharmaceutical sales skills.

PS 345/ Registration & Regulatory Affairs

3 Credit Hours

Prerequisite: PS 220 or Consent of Instructor

As pharmaceutical companies continue to apply innovative scientific methods, the ability to understand and accurately interpret applicable regulations and guidance is critical. This course provides information on pharmaceuticals in the U.S., including the history of pharmaceutical regulations and the current state of U.S. pharmaceuticals. Content includes requirements to obtain drug approvals and other requirements that are in place to ensure compliance with US Food and Drug Administration (FDA) regulations.

Department of Phlebotomy Technician**PbT 101/ Circulatory System & Administrative Responsibilities**

50 Clock Hours

Prerequisite: None

This one of two courses for the Phlebotomy Technician Program addresses anatomy and physiology of the circulatory system; medical terminology pertaining to the circulatory system; specimen collection and handling; risk factors; as well as complications, quality assurance, and laboratory operations. Practical instruction provides hands-on training in venipuncture technique, including the interpersonal skills needed for working with patients. Procedures and skills will be verified through a skills checklist.

PbT 102/ Cardiovascular & Lymphatic Systems & Administrative Responsibilities

50 Clock Hours

Prerequisites: None

The second course for the Phlebotomy Technician Program covers anatomy and physiology of the cardiovascular and lymphatic systems; medical terminology pertaining to the cardiovascular and lymphatic systems; specimen collection and handling; risk factors; and complications, quality assurance, and laboratory operations including safety and quality control. Practical instruction provides hands-on training in venipuncture technique, including the interpersonal skills needed for working with patients. Procedures and skills will be verified through a skills checklist.

Department of Physical Sciences**CHEM 100/ Chemicals Around Us**

2 Credit Hours

Prerequisite: None

This course is designed as an introductory course for chemistry. Students will learn about the definition of chemicals, identify chemicals in the environment and their multiplication with the industrial revolution, and recognize harmful chemical exposure and the related health risks. Students will also learn about the different government and private agencies that identify chemicals, biomonitoring, and the measures taken to limit the harmful effects.

CHEM 101/ General Chemistry I

Prerequisite: None

5 Credit Hours

3 lecture hours + 2 lab hour

As an introductory course to chemistry, the following concepts are explored: scientific notation, metric system of measurement, the periodic table and its trends, atomic structure, molecular geometry, basic concepts of quantum theory, bonding, stoichiometry of compounds and reactions, nomenclature, and the relationships governing gaseous behavior. A basic research paper may be part of the course, as deemed necessary by the instructor.

CHEM 102/ General Chemistry II

Prerequisite: CHEM 101 or Consent of Instructor

5 Credit Hours

3 lecture hours + 2 lab hour

As the second course in the General Chemistry sequence, topics include properties of solutions, solubility acid-base equilibrium, kinetics, thermodynamics, electrochemistry, coordination compounds, nuclear chemistry, and descriptive topics in organic chemistry. A basic research paper may be part of the course, as deemed necessary by the instructor.

CHEM 201/ Organic Chemistry I

Prerequisite: CHEM 101 or Consent of Instructor

5 Credit Hours

4 lecture hours + 1 lab hour

This course introduces the fundamentals of organic chemistry including structure, bonding, functional groups, resonance and stereochemistry. Students learn about the general properties, synthesis and reactions of alkanes, alkenes, alkynes and alkyl halide. Introduction to spectroscopic methods used in structural determination of organic molecules such as IR, NMR, UV and MS are also discussed.

CHEM 202/ Organic Chemistry II

Prerequisite: CHEM 101 & CHEM 201 or Consent of Instructor

5 Credit Hours

4 lecture hours + 1 lab hour

This course builds on the fundamentals learned in Organic Chemistry I, discussing more complex organic compounds; their synthesis and reactions. Compounds such as conjugated dienes, benzene, alcohols, phenols, carbonyl compounds and amines are discussed.

CHEM 301/ Analytical ChemistryPrerequisite: CHEM 101, CHEM 201, & MTH 122,
or Consent of Instructor

4 Credit Hours

3 lecture hours + 1 lab hour

This lecture and laboratory course is an introduction to the principles of analytical chemistry. It teaches practices followed in sampling, analyzing, separating substances, and quantitatively determining their yield. The analytical techniques taught in this course apply and build on the knowledge of the various concepts learned in general chemistry courses.

CHEM 321/ Biochemistry I

Prerequisite: CHEM 101 or Consent of Instructor

4 Credit Hours

Students will learn about the foundation of biochemistry and the central role of water in biological systems. Topics include the building blocks of biological molecules in regards to the structural build up (monomers to polymers) forming macromolecules. Furthermore, discussions will address molecular structures of biochemical compounds including proteins and enzymes, lipids, carbohydrates, and nucleic acids, emphasizing the structure-function relationship.

CHEM 322/ Biochemistry II

4 Credit Hours

Prerequisite: CHEM 321 or Consent of Instructor

In this course, students will build on the knowledge gained in CHEM 321/ Biochemistry I. Students will learn about biological membranes and their role in cellular transport. Topics include biosignaling and the bioenergetics that govern the different processes. Much emphasis is given to the metabolic pathways and its relationship to energy, including glycolysis, gluconeogenesis, pentose phosphate pathway, the citric acid cycle, oxidative phosphorylation, fatty acid catabolism, amino acid oxidation, and to the regulation of the mentioned pathways.

CHEM 322L/ Biochemistry Lab

1 Credit Hour

Prerequisite: Satisfactory Completion or Concurrent Enrollment in CHEM 322 or Consent of Instructor

This laboratory course is designed to familiarize students with different equipment used in industry and health research facilities. Introduced tools may include SDS-page electrophoresis, DNA quantification, and ELISA. Students will learn to isolate, test, and quantify different biomolecules such as DNA, proteins, carbohydrates, and fatty acids.

CHEM 323/ Clinical Chemistry

4 Credit Hours

Prerequisite: CHEM 101 or Consent of Instructor

This course discusses the basic principles and practices of clinical chemistry. A general outline of the digestion, catabolism and anabolism of the macromolecules is discussed. The anatomy and physiology of various organ systems is discussed in relation to their common pathological states. The basic laboratory instrumentation used in measuring body fluid analytes, interpretation of the readings and monitoring the function of the different related organ systems is also handled in addition to the procedures followed in monitoring therapeutic drugs.

CHEM 330/ Advanced Biochemistry

3 Credit Hours

Prerequisite: CHEM 322 or Consent of Instructor

This course describes the biosynthesis of macromolecules such as lipids, amino acids, and nucleic acid. It also describes hormonal regulation of metabolism. In addition to gene regulation, topics will address informational pathways, including genes and chromosomes, DNA, RNA, and protein metabolism.

CHEM 399/ Food & Flavor Chemistry

3 Credit Hours

Prerequisite: CHEM 101 or Consent of Instructor

In this course, students will learn about flavor, its creation, isolation, and identification. Biology and the role of sensory in flavor analysis will be explored. Fruits and vegetables, dairy, as well as lipid flavor chemistry will be discussed. Some light will be shed on how flavors affect food quality and perception, in addition to the use of artificial flavors and colors.

CHEM 340/ Pharmaceutical Chemistry

3 Credit Hours

Prerequisite: CHEM 102, CHEM 202, & CHEM 322 or Consent of Instructor;
CHEM 301 highly recommended

In Pharmaceutical Chemistry, students combine the knowledge gained in general chemistry, biochemistry, organic chemistry, and analytical chemistry courses to bridge into the concepts of drug design and drug analysis. In this course, students learn about the criteria of drug design, drug absorption, distribution and bioavailability, excretion

and reabsorption, the physicochemical properties, and the metabolic pathways of common drugs. Stability of drugs and their kinetics is also discussed. Reference is given to the quantitative and qualitative analytical methods of the active ingredients including wet chemistry and the latest developments in spectroscopic techniques.

CHEM 404/ Trends in Biochemistry 3 Credit Hours

Prerequisite: CHEM 102, CHEM 201, & CHEM 322 or Consent of Instructor

The treatment of recent advances in biochemical research aimed at understanding and solving human health problems is explored.

PHYS 201/ General Physics I 4 Credit Hours

Prerequisite: MTH 201 or Consent of Instructor 3 lecture hours + 1 lab hour

Students will explore the foundational concepts of physics, including mechanics, heat, wave motion statics, dynamics of a particle and a rigid body, and oscillatory wave motion with application to sound. Writing assignments, as appropriate to the discipline, are part of the course.

PHYS 301/ General Physics II 4 Credit Hours

Prerequisite: PHYS 201 or Consent of Instructor 3 lecture hours + 1 lab hour

As a continuation of General Physics I, this course explores thermodynamics, vibrations and waves, electrostatics, magnetism, circuits, and optics.

Department of Research & Development

DEV 100/ College and Career Readiness 1 Credit Hour

Prerequisite: None

A course designed for incoming freshman and students wishing to strengthen their college and career readiness, DEV 100 explores habits of the successful college professional. Course content includes academic tours and demonstrations of using college resources, including laboratories.

DEV 400/ MCAT Prep Course 2 Credit Hours

Prerequisite: BIO 102 & CHEM 322 or Consent of Instructor

This course is designed to prepare students for the Medical College Admissions Test. Students will learn about the structure of the test, strategies and skills needed to perform well, and review of the scientific concepts addressed in the exam.

RES 115/ Physician Shadowing 1 Credit Hour

Prerequisite: None

This class is offered on a Pass/Fail basis to students who are interested in pursuing a medical career. Students will spend 15 hours in select physician offices and hospitals to observe patient treatment and activities of the caregiver. After gaining exposure to overall doctor/patient relationships and office management, students will present a report on their findings.

RES 200/ College Seminar

2 Credit Hours

Prerequisite: None

This course focuses on topic of interest in the fields of science and medicine through an exploration of trends and guest speakers. Student discussion and participation is a required component of this course.

RES 210/ Community Service

1-3 Credit Hours

Prerequisite: None

RES 210 emphasizes the importance of giving back to communities. The course outlines the activities and services that can be performed to benefit the communities. Students are required to submit a paper upon completion of their services.

RES 307/ Undergraduate Research Seminar

2-3 Credit Hours

Prerequisite: None

Undergraduate Research is intended to guide the students through the different stages of conducting research. Students will acquire the skills needed to write and present a proposal. They will conduct rigorous research to answer a specific proposed question. Students will also learn about proper presentation techniques. This course covers topics including planning, research and documentation, writing style and editing, document design, ethics, abstracts, literature reviews, presentation skills and oral presentation of the proposal.

RES 350/ Health Team Shadow

2 Credit Hours

Prerequisite: None

Physician Shadowing offers undergraduate students an opportunity to shadow a physician in their quest for a career in medicine. Through interaction in a healthcare setting, students will develop a better feel of the field of medicine, such as medical specialties, practice settings, physician styles, and careers in medical research, global health challenges, and self-evaluation of their own commitment as a physician. In addition, students may use this course to develop a better understanding of the scope of biomedical research—including investigation of a biological process through observation, experimentation, laboratory work, analyses, and clinical trials.

RES 390/ Clinical Research Methodology

3 Credit Hours

Prerequisite: None

This course will enrich students' knowledge of clinical trial and explain important concepts in conducting clinical research such as: Problem statement, question, hypothesis; ethical issues, sample, recruitment of participants, randomization, data collection, analysis, statistics; and consent form and safety measures. This course also will provide an overview of qualitative method of research and characteristics of this type of research.

RES 399/ Externship

3 Credit Hours

Prerequisite: Consent of Instructor at least 2 weeks before term start date

This course provides students with the opportunity to apply their knowledge and skills learned in the biology and/or chemistry curriculum at an affiliated facility. Student will be exposed to career-and participate in the practical application of their program through hands-on experience at relevant organizations that may include health clinics, companies, laboratories, etc.

This course requires 130 hours of externship experience. Students will spend 5 hours in the classroom to address and review applicable items, including expectations of the course, professional behavior, reflections, etc.

Students interested in enrolling in RES 399 must contact the assigned faculty at least 2 weeks prior to the start date of the course.

RES 408/ Undergraduate Research Project 3-6 Credit Hours

Prerequisite: Satisfactory Completion or Concurrent Enrollment in RES 307/390 & Consent of Instructor at least 2 weeks before term start date

This course is designed to give the students hands-on experience in carrying out research in different areas of science. Students are required to plan and conduct a research project and submit a paper based on the data derived from the conducted research and lab experimentation.

Department of Social & Behavioral Sciences

HIS 101/ Middle Eastern History I 3 Credit Hours

Prerequisite: None

Early Middle Eastern history, specifically the period of 500-1000 A.D, is explored in HIS 101. Concepts include cultural, political, and religious perspectives of the region, as well as the rise and fall of civilizations.

HIS 102/ Middle Eastern History II 3 Credit Hours

Prerequisite: HIS 101 or Consent of Instructor

This course deals with the latter history of the Middle East, specifically the period of 1000 A.D. to the present. The rise and decline of Islamic civilization and its political implications are a major emphasis of the course. The course also deals with the cultural, scientific, and economic contribution of this region to world history. Conflicts and their resolutions in the region are also discussed in detail.

HIS 103/ American History 3 Credit Hours

Prerequisite: None

American History explores the major developments in the United States from the colonial period to the present. Students will consider the ways in which Americans have extended the Western tradition and America's distinctive cultural contributions.

HIS 120/ U.S. History & Government 3 Credit Hours

Prerequisite: None

American history from the formation of the 13 original colonies to present is discussed in details. American democracy and form of government, and balance system of U.S constitution is also discussed in this class. The system of social justice and economic disparities in the U.S is analyzed.

PSY 101/ Principles of Psychology

3 Credit Hours

Prerequisite: None

This introductory survey course covers the basic concepts of the biological basis of behavior (especially the central and peripheral nervous systems), sense and perception, states of consciousness, learning, memory, motivation, emotions, personality development, psychological disorders, therapies, and social psychology. The basic vocabularies of the discipline as well as social science research methods are examined. A major paper and various topical assignments are required.

PSY 201/ Principles of Developmental Psychology

3 Credit Hours

Prerequisite: PSY 101 or Consent Instructor

PSY 201 examines the principles and processes in developmental psychology as well as surveying changes in physical, cognitive, and social-emotional development during the life span. Major theoretical orientations to the growing person are examined.

PSY 210/ Fundamentals of Social Psychology

3 Credit Hours

Prerequisite: PSY 101 or Consent of the Instructor

This course explores the study of the individual under social influences, including such topics as attitude formation and change, prosocial behavior, aggression, social-influence processes, group dynamics, attribution theory, and interpersonal communication processes.

PSY 220/ Abnormal Psychology

3 Credit Hours

Prerequisite: PSY 101 & PSY 201 or Consent of the Instructor

A survey of research and theory concerning the nature, origins, and treatment of major psychological disorders is addressed in PSY 220. The course considers behavioral, biological, cognitive, and psychodynamic approaches to understanding psychopathology. Topics may include schizophrenia, mood disorders, anxiety disorders, childhood disorders, and personality disorders.

PSY 350/ Organizational Behavior

3 Credit Hours

Prerequisite: PSY 101 or Consent of Instructor

This course will provide an overview of organizational behavior, values, personality, workplace emotions, work related stress, stress management, decision making, job satisfaction, organizational commitment, communicating in teams, communication barrier negotiation in the workplace, leadership in organizational setting, organizational culture, and organizational change. It will explain also the importance of emotional intelligence and critical thinking in solving conflict in workplace.

SOC 101/ Principles of Sociology I

3 Credit Hours

Prerequisite: None

This introductory survey course covers the basic concepts across various institutions, such as marriage and family, education, religion, work, the media, and political and economic systems. It also addresses social identities, such as race, ethnicity, sex, gender, age, and health. Basic vocabulary of the discipline and research methods for social science are examined. A major research paper and various shorter assignments are required.

SOC 201/ Principles of Sociology II

3 Credit Hours

Prerequisite: SOC 101 or Consent of Instructor

As the intermediate course in the Principle of Sociology series, SOC 201 examines social institutions in greater depth than SOC 101. A cross-cultural examination of various constructs, such as marriage and family, race, ethnicity, religion, crime and deviance, and current topics of interest are included. A major research paper is required as well as topical projects of interest.

SOC 210/ Fundamentals of Social Psychology

4 Credit Hours

See PSY 210.

SOC 220/ Medical Sociology

4 Credit Hours

Prerequisite: SOC 101 or Consent of Instructor

Medical Sociology, also known as the Sociology of Health and Illness, is a survey course that covers the definitions and interactions of health, wellness, illness, healthcare, and the American medical system. The relationships of social class and the social stratification of society as well as such societal institutions as the political-economic system, education, rural-urban differences, and religion are studied. Additional topics of discussion include: medical and sociological models of illness, individual experience of illness, medicalization-demedicalization of illness, as well as the current access and types of healthcare delivery systems. The role of science in medical care, current issues in medical ethics, and the nature and current issues of third party payers are also examined.



Annual Security & Fire Safety Report

October 1

2016

The Northwest Suburban College Annual Security & Fire Safety Report is a comprehensive document providing all members of the College community about safety policies, procedures, and crime statistics.



EXHIBIT

4

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INTRODUCTION

In 1990, Congress enacted the *Crime Awareness and Campus Security Act of 1990*, which requires all postsecondary institutions participating in Title IV student financial assistance programs to disclose campus crime statistics and security information. In 1998, the act was renamed to *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* in memory of a student slain in her dorm room. In general and throughout this guide, the act is referred to as *Clery Act*. The *Northwest Suburban College Security & Fire Safety Report* is an annually compiled document that addresses the standards of the *Clery Act*, as defined by the U.S. Department of Education's *Handbook for Campus Safety & Security Reporting*.

In addition to meeting federal regulations, NWSC recognizes that student safety has a direct correlation to student success, and as such, the College makes every attempt to ensure students have available information, including guidelines and statistics. Please refer to this guide for information on our campus security as well as crime statistics for the previous calendar year.



CHAPTER 1: NWSC CAMPUS SECURITY: WHAT IT DOES & HOW IT'S DONE

SECTION 1: SECURITY AWARENESS

Each member of the Northwest Suburban College community, including students, faculty, and employees are required to read and understand the NWSC Security & Fire Safety Report. This report is available online at www.nwsc.edu/safety. In addition, each member must sign and submit an acknowledgement confirming his/her understanding of the materials.

Campus safety measures are reiterated at the New Student Orientation and at faculty meetings. In addition, flyers are posted throughout the buildings, and when needed, information may be released through emails. As of the date of this notice, NWSC does not have programs designed to inform the community about prevention of crimes; however, community members are encouraged to seek the Campus Monitor for questions and clarifications.

A common theme of all awareness and crime prevention programs is to encourage student and employees to be aware of their responsibility for their own security and the security of others.

SECTION 2: NWSC CAMPUS MONITOR

During building hours, the NWSC Campus is open to students, parents, employees, contractors, guests, and invitees. During non-business hours, access to College facilities is limited to students, employees, and contractors and is available upon request from the NWSC Campus Monitor.

The NWSC Campus Monitor is on-site from sundown until the campus closing hours (10:00 pm). This department's responsibility is to ensure authorized individuals are on campus and provide supervision of the campus geography (See Chapter 2 for specific geography.), including hallways, offices, classrooms, parking lots, and other campus spaces. Areas that reveal problematic may be further evaluated by the NWSC Facilities Representative, Associate/Dean of Academic & Student Services, and College President. As the institution has neither its own housing, additional campuses, nor officially recognized off-campus locations of student organizations, the Campus Monitor is available for spaces solely within and around Buildings 400 and 500.

Campus Monitor personnel have the authority to ask persons for identification and to determine whether individuals have lawful business at Northwest Suburban College. However, personnel do not possess arrest power, and criminal incidents are referred to the local police who have jurisdiction of the campus.

SECTION 3: CAMPUS SECURITY AUTHORITY

Northwest Suburban College's campus security authority includes the following departments and individuals:

Campus Monitor:	Mr. Rafath Ali 847.290.6425, ex. 99 safety@nwsc.edu
Dean of Academic Affairs	Dr. Maksood Akbar 847.290.6425, ex. 13 provost@nwsc.edu
Associate Dean of Academic & Student Affairs	Ms. Shazia Ilyas 847.290.6425, ex. 10 silyas@nwsc.edu

At the end of each month, these individuals are responsible for reporting to the Campus Monitor those allegations of *Clery Act* crimes that they conclude are made in good faith. The Campus Monitor will compile reports and annually attempt to obtain crime statistics from the Rolling Meadows Police Department.

SECTION 4: HOW TO REPORT A CRIME

To report a non-emergency crime, contact the NWSC Campus Monitor at 847.290.6425, ex. 99. To report an emergency, contact the Rolling Meadows Police Department at 911.

As NWSC does not have campus police, all crime victims and witnesses are strongly encouraged to immediately report the crime to the Campus Monitor Department and the appropriate police agency. Prompt reporting will assure timely warning notices on-campus and timely disclosure of crime statistics.

Crimes can be reported on a voluntary, confidential basis for inclusion in the Annual Security Report. The NWSC Campus Monitor can file a report on the details of an incident without revealing your identity. The purpose of a confidential report is to maintain anonymity, yet it allows the College to take steps to ensure your future safety and that of others. With such information, the College can keep an accurate record of the number of incidents involving students, employees, and visitors and alert the campus community to potential danger, if necessary.

Moreover, the NWSC Campus Monitor Department encourages all licensed mental health professionals to refer persons they are counseling to report crimes on a voluntary, confidential basis by contacting the NWSC Campus Monitor, if and when they deem appropriate. For purposes of reporting, mental health professionals are employees of an institution whose official responsibility includes providing psychological counseling to members of the institution's community and who is functioning within the scope of his/her license or certification.

CHAPTER 2: GEOGRAPHY

SECTION 1: DEFINITIONS OF GEOGRAPHY

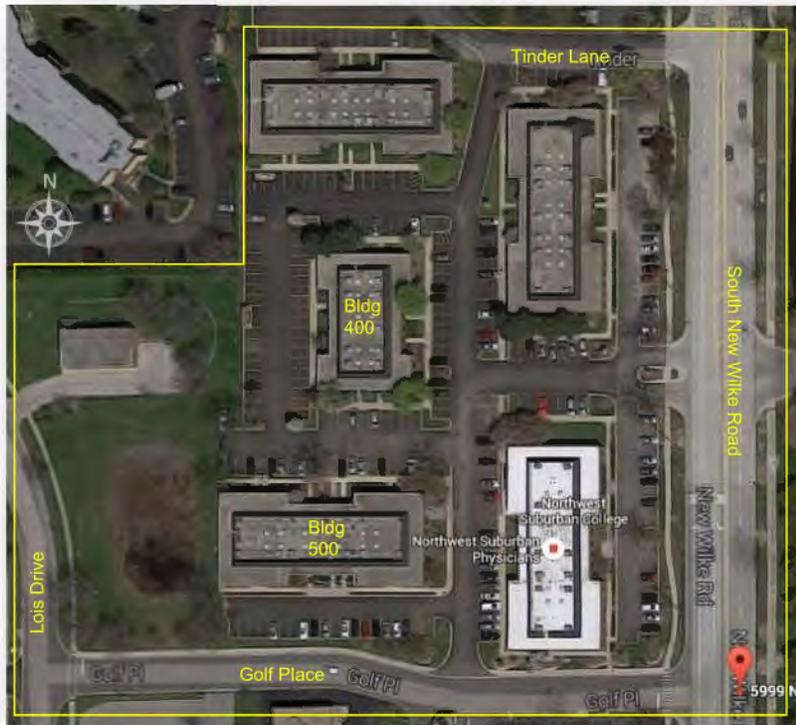
- **On-Campus:** Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of or in a manner related to the institution's educational purposes, including any building or property that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes.
- **Non-Campus Building or Property:** Any building or property owned or controlled by a student organization that is officially recognized by the institution, or any building or property owned or controlled by an institution that is used in direct support or in relation to the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution. Housing that is located outside the campus boundaries are captured in the Non-Campus category.
- **Public Property:** All public property, including thoroughfares, streets, sidewalks, and parking facilities, that are within the campus or immediately adjacent to and accessible from the campus. The NWSC crime statistics do not include crimes that occur in privately owned homes or businesses within or adjacent to the campus boundaries.

SECTION 2: NWSC CAMPUS & ASSOCIATED PROPERTY

As required by Federal regulations, Northwest Suburban College must disclose statistics for reported *Clery Act* crimes that occur on campus, on public property within or immediately adjacent to the campus, and in or on institutionally owned noncampus buildings or property.

On-campus is considered Buildings 400 & 500 and the parking lot of Stone Hill Square Business Complex.

Public property immediately adjacent to and accessible from the campus is included in the associated property. This includes public sidewalks that border the campus, public streets along the sidewalk, and the public sidewalk on the other side of the street. If viewing the campus facing north (See outlined map below.) and rotating clockwise, on the north side, the public property consists of Tinder Lane. On the east-side, public property consists of the sidewalk bordering Stone Hill Square Business Complex, South New Wilke Road, and the other sidewalk. On the south side, this includes the sidewalk bordering Building 500, Golf Place, and the sidewalk (leading to Portillo's Restaurant). On the west side, public property includes the sidewalk bordering Building 500, the patch of grass bordering the sidewalk, Lois Drive, and the second sidewalk.



As the institution does not own any housing or any other campuses, the map above depicts the sole location and property related to NWSC.

CHAPTER 3: EMERGENCY NOTIFICATION & TIMELY WARNINGS

SECTION 1: EMERGENCY RESPONSE GUIDE

In order to maintain a safe environment for all members of the NWSC community, the *Northwest Suburban College Emergency Response Guide* outlines notification procedures, including possible emergencies, actions to be taken when faced with an emergency, and individuals to contact in the event of an emergency.

The College will immediately notify the campus community upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of campus community. Without delay, the institution will, upon confirmation of a significant emergency or dangerous situation, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgement of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency. Examples of significant emergencies may include, but are not limited to approaching tornado or other extreme weather condition, school shooting, explosions, hazardous material exposure, etc.

The *Northwest Suburban College Emergency Response Guide* is available online at www.nwsc.edu/safety and hard copies are at the Campus Monitor's desk in Building 400 and the reception area of Building 500. In addition, flyers with potential emergency responses are posted in each campus building's bulletin board.

SECTION 2: TIMELY WARNINGS

Northwest Suburban College will make every attempt to alert the campus community to crimes for any *Clery Act* crime (See Chapter 5 for specific crimes.) in a manner that is timely—which is to say, as soon as the pertinent information is available—with the intention to aid in the prevention of similar crimes. Email notices will be sent to the campus community and will include available details of the crime that triggered the warning, including the type of crime, location and time of incident, and suggested precautions.

CHAPTER 4: CLASSIFICATION & COUNTING OF *CLERY ACT* CRIMES

The *Clery Act* requires institutions to disclose three general categories of crime statistics: (a) criminal offenses, (b) hate crimes, and (c) arrests and referrals for disciplinary action. Below is a list of the type of offenses under each category, as defined by the Federal Bureau of Investigation's (FBI) *Uniform Crime Reporting Handbook (UCR)* and the U.S. Department of Education's (ED) *Handbook for Campus Safety and Security Reporting*.

(A) CRIMINAL OFFENSES

- **Criminal Homicide**
 - **Murder/Non-Negligent Manslaughter:** The willful (non-negligent) killing of one human being by another (Deaths caused by negligence, attempts to kill, suicides, accidental deaths, and justifiable homicides are excluded.)
 - **Negligent Manslaughter:** The killing of another person through gross negligence
- **Sex Offenses**
 - **Forcible:** Any sexual act directed against another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent
 - **Forcible Rape:** The carnal knowledge of a person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity or because of youth
 - **Forcible Sodomy:** Oral or anal sexual intercourse with another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity or because of youth
 - **Sexual Assault With an Object:** The use of an object or instrument (anything other than the offender's genitalia) to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will where the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity or because of youth
 - **Forcible Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will or not forcibly or against the person's will where the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity or because of youth
 - **Non-Forcible:** Unlawful, non-forcible sexual intercourse
 - **Incest:** Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
 - **Statutory Rape:** Non-forcible sexual intercourse with a person who is under the statutory age of consent (17 in the State of Illinois)
- **Robbery:** The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear
- **Aggravated Assault:** An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied

by the use of a weapon or by means likely to produce death or great bodily harm. It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used which could or probably would result in a serious potential injury if the crime were successfully completed.

- **Burglary:** The unlawful entry of a structure to commit a felony or a theft. For reporting purposes this definition includes: unlawful entry with intent to commit a larceny or a felony; breaking and entering with intent to commit a larceny; housebreaking; safecracking; and all attempts to commit any of the aforementioned.
- **Motor Vehicle Theft:** The theft or attempted theft of a motor vehicle (Motor vehicle theft classifications are all cases where motor vehicles are taken by persons not having lawful access, even though the vehicles are later abandoned—including joy riding.)
- **Arson:** The willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, or personal property

(B) HATE CRIMES

Hate crime is a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender's bias. A bias is a performed negative opinion or attitude toward a group of persons based on their race, gender, religion, disability, sexual orientation, or ethnicity/national origin.

A hate- or bias-related crime is not a separate, distinct crime, but is the commission of a criminal offense which was motivated by the offender's bias. For example, a subject assaults a victim, which is a crime. If the facts of the case indicated that the offender was motivated to commit the offense because of his/her bias against the victim's race, sexual orientation, gender, religion, ethnicity, or disability, the assault is then also classified as a hate/bias crime.

Although there are many categories of bias, under the *Clery Act*, six categories are reported, including the following:

- **Race:** A performed negative attitude toward a group of persons who possess common physical characteristics (e.g., color of skin, eyes, and/or hair; facial features, etc.) genetically transmitted by descent and heredity, which distinguishes them as a distinct division of humankind (e.g., Asians, blacks, whites)
- **Gender:** A performed negative opinion or attitude toward a group of persons because those persons are male or female or both
- **Religion:** A performed negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being (i.e., Muslims, Jews, atheists, etc.)
- **Sexual Orientation:** A performed negative opinion or attitude toward a group of persons based on their sexual attraction toward, and responsiveness to, members of their own sex or members of the opposite sex
- **Ethnicity/National Origin:** A performed negative opinion or attitude toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions (i.e., Arabs, Hispanics, etc.)
- **Disability:** A performed negative opinion or attitude toward a group of persons based on their physical or mental impairments/challenges, whether such disability is temporary or permanent, congenital, or acquired by heredity, accident, injury, advanced age, or illness

Under the *Clery Act*, hate crimes include any offense from the list below that is motivated by bias:

- **Murder and non-negligent manslaughter**
- **Forcible sex offenses**
- **Non-forcible sex offenses**
- **Robbery**
- **Aggravated assault**
- **Burglary**
- **Motor vehicle theft**
- **Arson**
- **Larceny-theft:** Unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another
- **Simple assault:** Unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness
- **Intimidation:** Unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack
- **Destruction/damage/vandalism of property:** Willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it

(C) ARRESTS & REFERRALS FOR DISCIPLINARY ACTION

Under the *Clery Act*, institutions must disclose the number of arrests and number of persons referred for disciplinary action for violation of the law in: (a) weapons, including carrying and possessing; (b) drug abuse violations; and (c) liquor law violations.

For purposes of reporting, the following definitions apply:

- **Arrest:** Persons processed by arrest, citation, or summons
- **Referred for Disciplinary Action:** The referral of any person to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction
- **Weapons: Carrying, Possessing, etc. Violation:** The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices, or other deadly weapons
- **Drug Abuse Violations:** The violation of law prohibiting the production, distribution, and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation, or importation of any controlled drug or narcotic substance. Arrests for violations of state and local laws, specifically those relating to the unlawful possessions, sale, use, growing, manufacturing, and making of narcotic drugs
 - All drugs that are illegal under local or state law
 - All illegally obtained prescription drugs
- **Liquor Law Violation:** The violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages, not including driving under the influence and drunkenness

CHAPTER5: POLICY ON ILLEGAL DRUGS& ALCOHOL

SECTION 1: POLICY

Northwest Suburban College of Basic and Allied Health Sciences is grounded in the principles of health; hence, the College strictly enforces a drug-free campus policy. Regulations set forth below are to promote an academic environment conducive to student and career achievement and comply with the Drug-Free Schools and Communities Act Amendments of 1989.

In compliance with federal, state, and local laws, NWSC prohibits the unlawful manufacture, distribution, sale, possession, or consumption of narcotics, illegal drugs, prescription drugs for which the person does not have a prescription, or alcohol by students, employees, or contractors on any College property or College-sponsored event. The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226) requires that the College inform all members of the NWSC community of the legal sanctions of illicit drugs and alcohol, which may include suspension/termination of enrollment/employment and possible referral for criminal prosecution. Violations are recorded in the individual's file.

Students should be aware that those found guilty of violation of the Drug-Free Campus Policy may lose financial assistance provided by the College. Furthermore, according to the Anti-Drug Abuse Act of 1988 (Section 5301), students who receive federal financial aid must certify that they will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during the period covered by the aid. If students are convicted of drug distribution or possession, the court may suspend their eligibility for Title IV financial aid.

In an effort to maintain a safe and healthy campus community, every two years, the College will review the number of drug and alcohol-related reports—including violations and fatalities—within the campus geography, and if need be, sanctions and resources will be modified to reflect the community's needs.

SECTION 2: DEFINITIONS

Below is a table of common drugs; their effects on health; as well as local, state, and federal sanctions for substance abuse.

Drugs	Effects on Health	State and Federal Sanctions
Cannabis: Marijuana Hashish Hashish Oil	<ul style="list-style-type: none"> ▪ Drugs within the cannabis family may impair memory and comprehension, causing confusion and anxiety, and in extreme cases, paranoia, panic attacks, and psychiatric issues. ▪ Cannabis may remain in the body for weeks. 	Illinois: <ul style="list-style-type: none"> ▪ The Cannabis Control Act and the Controlled Substances Act prohibit the possession and delivery of illicit drugs. ▪ Penalties vary with the amount of drug confiscated; type of drug found; number of previous offenses; and the individual's intention to manufacture, sell, or use the drug. ▪ First-time conviction can result in a one- to three-year prison sentence, plus a fine of up to \$15,000. ▪ More severe penalties may be imposed for conviction of greater felonies involving manufacture or delivery to a minor. ▪ Vehicles can be seized by the government and ownership rights forfeited. Federal: <ul style="list-style-type: none"> ▪ First offenses can result in one year in prison and a fine up to \$100,000. ▪ Life imprisonment can result from a conviction for possession of a controlled substance that results in death or bodily injury. ▪ Possession of more than five grams can lead to a penalty of 10-16 years in prison.
Hallucinogens: MDMA GHB Rohypnol LSD PCP	<ul style="list-style-type: none"> ▪ Hallucinogens may cause distortions in perception and cognition, including illusions and hallucinations as well as poor perception of time and distance. ▪ Intense emotional reactions may trigger panic attacks or psychosis. 	
Depressants: Barbiturates Benzodiazepines Methaqualone Glutethimide	<ul style="list-style-type: none"> ▪ Depressants cause slurred speech and disorientation. ▪ Effects may also include clammy skin, weak and rapid pulse, and shallow breathing. 	
Stimulants Cocaine Amphetamines Methamphetamine Methylphenidate	<ul style="list-style-type: none"> ▪ Highly dependent both physically and psychologically, stimulants such as cocaine or Ritalin may cause excitation, irregular heartbeat, chronic sleeplessness, agitation, and hallucinations. 	
Narcotics Opium Morphine Codeine Heroin Methadone	<ul style="list-style-type: none"> ▪ Highly dependent both physically and psychologically, narcotics may produce feelings of drowsiness, respiratory depression, nausea, confusion, anxiety, mood swings, and respiratory depression. ▪ Overdose may lead to convulsions, coma, or death. 	

Drugs	Effects on Health	State and Federal Sanctions
Tobacco	<ul style="list-style-type: none"> ▪ Cigarette smoke's tar is a significant cause of cancer and other respiratory issues. ▪ Long-term effects of smoking tobacco may include emphysema, chronic bronchitis, heart disease, and lung cancer. 	<p>Illinois</p> <ul style="list-style-type: none"> ▪ Possession of tobacco by a minor can lead to fines up to \$100, 30 hours of community service, or court-mandated smoker's education program.
Alcohol: Malt Beverage Wine Liquor Mixed Beverage	<ul style="list-style-type: none"> ▪ Both psychologically and physically addictive, alcohol impairs judgment and coordination. ▪ Excessive use may increase the risk of heart disease, cancer, accident, hypertension, damage to unborn fetus, and impotence levels. ▪ Moderate to large amounts of alcohol severely impair your ability to remember information, and very large amounts may cause respiratory and cardiac failure. 	<p>Illinois:</p> <ul style="list-style-type: none"> ▪ It is against the law to deliver or sell alcohol to anyone under the age of 21 or any intoxicated person. Violations can result in fines up to \$1000 and one year in jail. ▪ It is illegal for a person under 21 to use false identification in an attempt to purchase/consume alcohol. ▪ Operation of a vehicle (both car or bicycle) by a driver with a blood alcohol concentration of .08 or greater may result in severe penalties, including \$1000 fine, incarceration for up to one year, and revocation or suspension of the driver's license. <p>Federal:</p> <ul style="list-style-type: none"> ▪ The Secretary of State is authorized to suspend or revoke the driver's license or instruction of a person under 21 who has attempted to purchase or consume alcohol from a licensed establishment or premises.

SECTION 3: RESOURCES

Members of NWSC and the community are available to assist students and employees experiencing problems with drugs and alcohol. Specifically, NWSC advisors are available for confidential meetings and referrals. A few external resources are listed in the chart below:

Services	Name & Numbers
Support Groups	Al-Anon/ Al-Ateen: .847.358.0338 Alcoholics Anonymous: 847.240.2380 Narcotics Anonymous: 708.848.4884
24-Hr Hotlines	SAMHSA: .800.662.4357 Sober Nation: 866.317.7050 Wellplace: 800.821.4357 Drug Rehab: 877.882.9275
Community Resources	Rolling Meadows Counseling Center: 847.991.5710 Therapeutic Interventions Inc.: 847.991.4800, ex. 27

Counseling Resources

NWSC encourages students to seek a professional for counseling services. However, in addition to the services listed above, there are numerous online resources available, including the Student Counseling Virtual Pamphlet, which can be accessed at <http://www.dr-bob.org/vpc/>. This online tool covers topics such as:

Alcohol & Substance Use
Anger
Anxiety
Attention-Deficit Disorder
Cultural Issues

Depression & Suicide
Impulse Control
Relationships
Sexual Assault
Sleep, Stress

Study Skills
Test-Taking Skills
Time Managements
Wellness

CHAPTER 6: POLICY ON NON-SEXUAL & HATE CRIMES

SECTION 1: POLICY

Northwest Suburban College takes violence and hate crimes very seriously. All members of the community are to be treated with respect and dignity and entitled to an environment free of threatening behavior and discrimination based on race, color, creed, religion, ancestry, gender, sexual orientation, physical or mental disability, or national origin.

Accordingly, and consistent with applicable legal standards, the College will not tolerate acts or threats of violence toward members of the College community or property. Excluding self-defense, threats or acts of violence will be taken seriously and, as warranted by the specific situation, addressed by administrative representatives of the College. All members of the College community are subject to the provisions of this policy, including administrators, faculty, staff, students, student employees, temporary or regular employees, part-time and full-time employees, graduate students and assistants, as well as vendors or visitors to the campus.

Any behavior that would constitute an act or threat of unlawful violence in the College environment is prohibited on all campus premises. Incidents or threats of violence should be promptly reported to campus officials. Such reports will be addressed/resolved or investigated as warranted by the situation. Consequences—including corrective and disciplinary actions up to and including dismissal and law enforcement actions—for committing violent acts or threats will be administered in coordination with the administrative areas involved and in accordance with relevant state law, campus personnel policies and procedures, or the NWSC Code of Conduct.

Actions, incidents, or behaviors constituting imminent risk or concern should be reported to the Campus Monitor immediately. In the event that the situation is serious, employees and students should not put themselves at risk, but should call “911” and take steps to protect their own safety or the safety of others. Investigation and corrective measures concerning non-employment-related situations involving students will be undertaken in coordination with Student Affairs and applicable provisions of the Code of Conduct.

Supervisors or administrative personnel who are aware of incidents or threats of workplace violence are expected to take appropriate action to resolve the matter, if possible, depending on the severity of the incident. Employees/students who make good faith reports of concerns or incidents or threats of violence will not be subject to retaliation for their actions. Any such retaliation, if confirmed, may result in disciplinary action.

The direct supervisor, or the administrative area involved, may take steps to resolve situations as appropriate in relation to the nature of actions reported. Alternatively, and depending on the severity of the incident involving behavior or treatment of employees, the administrative area and/or the person(s) reporting an alleged violation of this policy may refer their report to the Compliance Department. This department will designate staff to conduct/coordinate an administrative investigation and assessment of reported incidents or behaviors. As part of this process, consultation with appropriate campus resources and interested divisional authorities may be made to determine the level of risk and an appropriate course of intervention. In cases where immediate action is necessitated, the person(s) involved may be placed on administrative leave with restrictions under appropriate supervisory authority, pending the determination of

subsequent interventions and/or disciplinary procedures. Any final actions related to discipline will be implemented in accordance with applicable due process and appeal procedures.

Moreover, the penalties for hate crimes are very serious and are more severe when the crime is committed on school property or on any "public way within 1,000 feet" of the property of a school. The penalty for a first offense is a Class 3 Felony, which carries a penalty of up to five years in prison. A second offense is a Class 2 Felony with a penalty of up to seven years in prison.

The Illinois Compiled Statutes Ch.720 ILCS 5/12-7.1 states that a person commits a hate crime when because of the actual or perceived race, color, creed, religion, ancestry, gender, sexual orientation, physical or mental disability, or national origin of another person or group of persons (even if there are other motivating factors), s/he commits any of the following crimes: assault, battery, aggravated assault, misdemeanor theft, criminal trespass to residence, misdemeanor criminal damage to property, criminal trespass to vehicle, criminal trespass to real property, mob action, disorderly conduct, harassment by telephone or harassment through electronic communications.

Physical violence and hate crimes are also violations of the College's Code of Conduct and will be subject to legal actions as well as disciplinary action by the College.

SECTION 2: DISCLOSURE

Northwest Suburban College will, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the College against the student who is the alleged perpetrator of the crime or offense, if the alleged victim is deceased as a result of the crime or offense, NWSC will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

SECTION 3: COUNSELING RESOURCES

Below is the reiterated list of professional online counseling services, including the Student Counseling Virtual Pamphlet, which can be accessed at <http://www.dr-bob.org/vpc/>. This online tool covers topics such as:

Alcohol & Substance Use	Depression & Suicide	Study Skills
Anger	Impulse Control	Test-Taking Skills
Anxiety	Relationships	Time Managements
Attention-Deficit Disorder	Sexual Assault	Wellness
Cultural Issues	Sleep, Stress	

CHAPTER 7: POLICY ON INTERPERSONAL VIOLENCE

Northwest Suburban College does not tolerate interpersonal violence, which includes sexual assault, prohibited sexual contact, stalking, and dating and domestic violence in any form. Any acts that fall within the definitions of sexual assault, prohibited sexual contact, stalking, and dating and domestic violence are prohibited at NWSC and are a violation of Code of Conduct and potentially Illinois State and Federal Law. This policy applies to all members of the NWSC community, and includes, but is not limited to, faculty, staff, students, visitors, volunteers, and vendors. It also applies to alleged acts of sexual assault, prohibited sexual contact, stalking, and dating and domestic violence that occur on campus.

Appropriate disciplinary or remedial actions may be taken against any persons or groups engaging in these acts, up to and including expulsion from the College, termination of employment, and termination of contracts/agreements with that person(s) or group(s). In addition, the institution may terminate or suspend its relationship and associated privileges with any perpetrator of interpersonal violence covered by this policy, including but not limited to visitors, volunteers, vendors, and other such guests of NWSC. To this end, NWSC expressly reserves its rights to revoke the privilege, right, and/or permission to anyone to be physically present on-campus, participate in College activities, and use College facilities or resources in order to carry out the intent and purposes of this policy. The College may refer any alleged perpetrator of interpersonal violence for prosecution under Illinois State Law or any other applicable legal standards and statutory authority.

The standard for determining whether a violation of this policy exists shall be based upon the reasonable belief of the victim of an act of interpersonal violence, except where specific intent is expressly required to prove such violation.

SECTION 1: DEFINITIONS

- **Forcible:** Any sexual act directed against another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent.
 - **Forcible Rape:** The carnal knowledge of a person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity or because of youth.
 - **Forcible Sodomy:** Oral or anal sexual intercourse with another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity or because of youth.
 - **Sexual Assault With an Object:** The use of an object or instrument (anything other than the offender's genitalia) to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will where the victim is incapable of giving consent because temporary or permanent mental or physical incapacity or because of youth.
 - **Forcible Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will or not forcibly or against the person's will where the victim is incapable of giving consent

because temporary or permanent mental or physical incapacity or because of youth.

- **Acquaintance Rape:** A sex crime committed by someone who knows the victim. The perpetrator could be a friend, classmate, relative, coworker. As a sex crime, acquaintance rape includes forced, manipulated, or coerced sexual contact.
- **Non-Forcible:** Unlawful, non-forcible sexual intercourse
 - **Incest:** Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
 - **Statutory Rape:** Non-forcible sexual intercourse with a person who is under the statutory age of consent (17 in the State of Illinois)
- **Dating Violence:** Violence committed by a person: (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship will be determined based on a consideration of the following factors:
 - Length of the relationship
 - Type of relationship
 - Frequency of interaction between the persons involved in the relationship
- **Domestic Violence:** Includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person cohabitating with or has cohabitated with the victim as a spouse, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
- **Partner Violence:** Sexual or physiological harm or threat of harm by a current or former partner primarily motivated by the desire to obtain power and control in order to harm another.
- **Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (a) fear for his or her safety or the safety of others, or (b) suffer substantial emotional distress. A person commits stalking when s/he knowingly engages in a course of conduct directed at a specific person, and s/he knows or should know that this course of conduct would cause a reasonable person to fear for his/her safety or the safety of a third person or suffer other emotional distress. A person commits stalking when s/he knowingly and without lawful justification on at least two separate occasions follows another person or places the person under surveillance or any combination thereof, and at any time transmits a threat of immediate or future bodily harm, sexual assault, confinement, or restraint and the threat is directed towards that person or a family member of that person
 - **Cyber Stalking:** When a person knowingly and without lawful justification on at least two separate occasions intimidates, torments, or terrorizes another person or that person's family member(s) through the use of electronic communication and transmits a threat of future bodily harm, sexual assault, confinement, or restraint; or knowingly solicits another person to commit stalking or cyber stalking; or creates and maintains an Internet website or webpage accessible to one or more third parties for a period of at least 24 hours containing harassing statements as outlined above toward another person or that person's family member(s). This includes repetitive, non-consensual communication of any kind including that which involves the use of electronic equipment or technology for the purposes of cyber stalking; examples include, but are not limited to e-mail, voicemail messages, text messages, instant messages, global positioning systems (GPS), and cell phone software applications.

- **Abusive Behavior:** Physical violence of any nature against any person occurring on campus, other than for self-defense. This includes fighting; assault; battery; use of a knife, gun, or other weapon; physical abuse; restraining or transporting someone against his/her will; or any action that threatens or endangers the physical health or safety of any person or causes reasonable apprehension of such harm. Persistent, severe, and/or pervasive threats of abuse, intimidation, coercion, bullying, and/or other conduct that threatens or endangers the mental or physical health or safety of any person or causes reasonable apprehension of such harm.
- **Consent:** Willingly giving permission or agreement to a sexual act, without threat of harm. Consent is an informed agreement to participate in an act, communicated verbally or through physical participation, that is not achieved through manipulation, intimidation, or coercion of any kind or given by one who is incapable of giving clear and knowing consent, by reason of the individual's age, being under the influence of alcohol or drugs, or otherwise. The manner of dress of the victim at the time of the offense does not constitute consent. Individuals under the age of 18 (i.e., minors) are incapable of giving consent under any circumstances. Nothing in this provision constitutes a waiver or in any way impairs the application of state law related to the ability of a person to consent.
- **Coercion:** To compel or force one to act based on pressure, harassment, threats, or intimidation.

SECTION 2: POLICY ON PREVENTION & RESPONDING TO SEX OFFENSES

Northwest Suburban College educates the student community about sexual assaults and date rape through student orientations. In addition, literature on sexual violence is available throughout the campus and in the Office of the Dean of Student Affairs.

If you are a victim of a sexual assault at this institution, your first priority should be to get to a place of safety. You should then obtain necessary medical treatment. The NWSC Campus Monitor strongly advocates that a victim of sexual assault report the incident in a timely manner. Time is a critical factor for evidence collection and preservation. An assault should be reported directly to the Campus Monitor or Dean of Student Affairs. Filing a police report with a College official will neither obligate the victim to prosecute, nor will it subject the victim to scrutiny or judgmental opinions from officers. Filing a police report will:

- ensure that a victim of sexual assault receives the necessary medical treatment and tests;
- provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later (ideally a victim of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical/legal exam); and
- facilitate access to confidential counseling from counselors specifically trained the area of sexual assault crisis intervention.

College disciplinary proceedings are detailed in the NWSC College Catalog. Additional procedural standards for violations of the policy on interpersonal violence are listed below.

Process and Disciplinary Sanctions

It is the policy of Northwest Suburban College to hold perpetrators of interpersonal violence, which includes sexual assault, prohibited sexual contact, stalking, and dating and domestic violence in any form, accountable for their actions through appropriate student conduct or

personnel procedures, and by working with community agencies and law enforcement as appropriate.

- **For students:** Appropriate disciplinary sanctions for substantiated violations of this policy, up to and including expulsion, will be imposed in accordance with the Code of Conduct. Alleged violations of this policy by students will be referred to the Dean of Student Affairs for appropriate review and processing of the alleged conduct or behavior under the Code of Conduct.
- **For faculty and staff:** Appropriate disciplinary sanctions for substantiated violations of this policy, up to and including termination, will be imposed in accordance with applicable College policies and personnel procedures. Such policies and procedures include, but are not limited to, the Non-Discrimination Policy, the Affirmative Action Policy, and Complaint Procedures for Employees and Students. In addition, violations of this policy may trigger application of applicable State law and procedures.
- **For everyone:** College disciplinary procedures are independent of any and all criminal procedures and proceedings. In all cases, the institution reserves the right to refer cases for criminal prosecution or to pursue sanctions regardless of criminal prosecution. Violations of this policy by a visitor, volunteer, or vendor may also result in the termination of pre-existing or future business relationships.

Reporting Procedures

Should there be an immediate risk of imminent harm, or disruption to the campus community, any community member is encouraged to call 911 immediately or to contact the Campus Monitor or Dean of Student Affairs.

For purposes of reporting, or for more information on victims' or alleged perpetrators' rights, the following procedures can be followed. Victims of sexual assault, prohibited sexual contact, stalking, dating and domestic violence on campus or at any campus property outside of the main campus, or at any College-sponsored event or activity have the option to and are encouraged to contact the Campus Monitor and Dean of Student Affairs. Additionally, victims have the right to access assistance and should be referred to resources available to help in crisis situations.

- **If the alleged perpetrator is a faculty or staff member:** The College, through its respective administrative representatives, may impose sanctions for substantiated cases of sexual assault, prohibited sexual contact, stalking, dating, and domestic violence in accordance with the applicable College employment procedures in the following instances:
 - In cases involving a faculty member, graduate assistant, or other instructional personnel as the alleged perpetrator, by the dean of that individual's college in consultation with the Provost.
 - In cases involving a staff person as the alleged perpetrator, by the department's administrator in consultation with the president for the unit.
- **If the alleged perpetrator is a student:** In cases involving a student as the alleged perpetrator, contact the Dean of Student Affairs.
- **If the alleged perpetrator is a vendor, visitor, volunteer, or other non-faculty, staff, or student individual:** In cases involving the above-listed individuals, contact the Dean of Student Affairs. Depending upon the relationships that this individual has with the College, there may need to be additional reporting to affected College departments, units, and employees.

In addition, the accused and the victim will each be allowed to choose one person who has had no formal legal training to accompany them throughout the hearing. A student found guilty of violating the policy could be criminally prosecuted in the state courts and may be suspended or expelled from the College for the first offense. Student victims have the option to change their academic schedule after an alleged sexual assault, if such changes are reasonably available.

The process and reporting procedures listed here in no way prohibit the institution from employing other appropriate mechanisms to address sexual assault, prohibited sexual contact, stalking, and dating and domestic violence.

SECTION 3: RESOURCES

If you wish to report an incident, or to discuss your options, please call the Campus Monitor at 847.290.6425, ex. 99 or Dean of Student Affairs at 847.290.6425, ex. 13. Additional, external resources are available throughout the area. The following resources offer 24-hour crisis intervention services, counseling, and advocacy:

- Northwest Center Against Sexual Assault (CASA):
888.802.8890 <http://www.nwcasa.org>
- Community Counseling Centers:
773.769.0205 <http://www.c4chicago.org/>
- Illinois Coalition Against Sexual Assault:
217.753.4117 <http://www.icasa.org/home.aspx?PageID=500&>

SECTION 4: SEX OFFENDER REGISTRATION LIST

In accordance with the Campus Sex Crimes Prevention Act of 2000, the Jeanne Clery Act, and the Family Educational Rights and Privacy Act of 1974, Northwest Suburban College is providing a link to the Illinois State Police Sex Offenders Registry. This act requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice of each institution of higher education in that State at which the person is employed, carries a vocation, or is a student.

Registry information provided under this section shall be used for the purposes of the administration of criminal justice, screening of current or prospective employees, volunteers, or otherwise for the protection of the public in general and children in particular. **Unlawful use of the information for purposes of intimidating or harassing another is prohibited and willful violation maybe punishable.**

The State of Illinois is responsible for maintaining this registry. Follow the link below to access the Illinois Sex Offender Registration website.

<https://www.isp.state.il.us/sor/>

CHAPTER 8: CRIME STATISTICS

CRIME	ON-CAMPUS			NON-CAMPUS PROPERTY*			PUBLIC PROPERTY		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
CRIMINAL OFFENSES									
Criminal Homicide	0	0	0				0	0	0
Murder & Non-Negligent Manslaughter	0	0	0				0	0	0
Negligent Manslaughter	0	0	0				0	0	0
Forcible Sex Offenses	0	0	0				0	0	0
Robbery	0	0	0				0	0	0
Aggravated Assault	0	0	0				0	0	0
Burglary	0	0	0				0	0	0
Motor Vehicle Theft	0	0	0				0	0	0
Arson	0	0	0				0	0	0
HATE CRIMES									
Criminal Homicide	0	0	0				0	0	0
Murder & Non-Negligent Manslaughter	0	0	0				0	0	0
Sex Offenses	0	0	0				0	0	0
Forcible Sex Offenses	0	0	0				0	0	0
Non-Forcible Sex Offenses	0	0	0				0	0	0
Robbery	0	0	0				0	0	0
Aggravated Assault	0	0	0				0	0	0
Burglary	0	0	0				0	0	0
Motor Vehicle Theft	0	0	0				0	0	0
Arson	0	0	0				0	0	0
Larceny	0	0	0				0	0	0
Theft	0	0	0				0	0	0
Simple Assault	0	0	0				0	0	0
Intimidation	0	0	0				0	0	0
Destruction/Damage/Vandalism of Property	0	0	0				0	0	0
ARRESTS									
Carrying/Possessing of Illegal Weapons	0	0	0				0	0	0
Drug Abuse Violations	0	0	0				0	0	1
Liquor Law Violations	0	0	0				0	0	0

* As NWSC does not have non-campus property at this time, this column is grayed out.



NORTHWEST
SUBURBAN
COLLEGE

EMERGENCY RESPONSE GUIDE

EXHIBIT

5



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NORTHWEST SUBURBAN COLLEGE

EMERGENCY RESPONSE GUIDE

An NWSC Emergency Alert is a notification that is initiated upon confirmation that an emergency is currently occurring on or imminently threatening the health or safety of people on campus. The intent of an NWSC Emergency Alert is to notify as many people as possible, as rapidly as possible, of a dangerous situation with instructions and follow-up information as needed. Depending on the emergency, an NWSC Emergency Alert may be limited to the location of the emergency on campus, such as a hazardous material spill or a small fire. NWSC publishes an Emergency Response Guide as a reference guide in emergency situations.

NWSC Emergency Alert Example: Police Emergency at Rolling Meadows Campus, Bldg 5. Remain indoors or seek immediate indoor shelter, and deny entry (lockdown) now!

An NWSC Emergency Alert may be delivered by the following methods of distribution:

- Text Message and/or Phone Call to Students and Employees
- NWSC Home Page
- Email sent to all email addresses on file
- NWSC social media pages, such as Facebook, Twitter, etc.
- Fire Alarms in Campus Buildings

Emergency Contacts

Policies/Fire/Medical Emergency:	911
Police Non-Emergency:	847. 255.2416
NWSC Campus Monitor:	847.290.6425, ex. 99

Evacuation

Leave your building immediately when an alarm sounds or if you are instructed to do so by authorized emergency personnel.

Evacuation Procedures

- Remain calm.
- Evacuate in a safe and orderly manner.
- Do not use elevators unless authorized emergency personnel tell you to do so.
- Provide assistance for those with disabilities. Refer to the Evacuation Procedures for Persons with Disabilities section of this Emergency Response Guide.
- If safe to do so, gather personal belongings (medication, keys, purses, etc.).
- Turn off all electronics, including computers.
- Go to the identified assembly area, which should be at least 500 feet away from the building unless directed to another location by the Campus Administrator or properly identified emergency personnel.
- Remain with your class/office so a full accounting can be made.
- Notify emergency personnel of any missing or trapped persons.
- Follow all directions from the authorities present.

Evacuation Persons with Disabilities

Instructors and supervisors should be proactive and be aware of people who will need assistance.

Assisting Blind/Visually Impaired

- Clearly announce the type of emergency.
- Offer your arm for guidance.
- Tell the person where you are going, and alert him/her to obstacles along the way.

Assisting Deaf/Hearing Impaired

- Turn lights on and off to gain the person's attention.
- Indicate directions with gestures or a written note.

Assisting Mobility-Impaired/Wheelchair Users

- Elevators should not be used to move people with disabilities.
- Seek volunteers to assist students/personnel with physical disabilities to the nearest enclosed stairway or designated areas for rescue assistance.
- One individual should remain with the person(s) if it can be done without unreasonable personal risk. Others should advise emergency personnel of the location so that the evacuation can be completed.
- If an imminent danger situation exists and the person requests assistance in evacuation before emergency personnel can arrive, assist in finding volunteers to evacuate the person per his/her instructions.

If you are required to leave the building immediately but are unable to (because of a physical disability, injury, or obstruction):

- Go the nearest area where there are no hazards.
- Signal out the window to emergency responders if possible.
- Remain calm.



SEVERE WEATHER

SEEK SHELTER

- Close all doors, including those in main corridors.
- Stay away from windows and glass.
- Crouch near floor or heavy, well supported objects and cover back of your head.
- If outdoors and there is no time to move to an interior space, lie flat in the nearest depression, and cover your head.



EXPLOSION

EVACUATE

- Leave area and go to an exterior location where you can call 911 from a landline phone.
- Do not operate any electrical devices, cellular phones, light switches, or any radio frequency producing devices.
- Do not try to locate the source of the explosion.
- Evacuate and move to designated assembly points.
- Re-enter ONLY when directed by recognized authority.
-



FIRE

EVACUATE

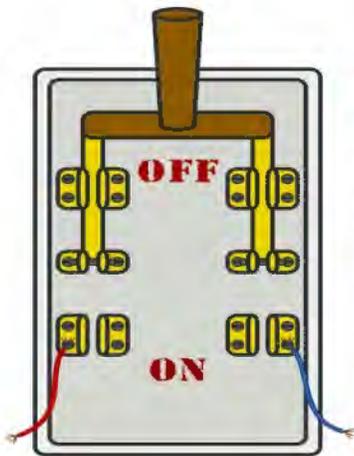
- If unable to extinguish flame with fire extinguisher, activate nearest fire alarm or call 911, assist persons with disabilities, evacuate and move to the designated assembly point.
- For individual accountability report to designated officials at assembly point.
- Re-enter ONLY when directed by recognized authority.



HAZARDOUS MATERIALS

EVACUATE

- Alert people in the immediate area to evacuate.
- Evacuate & assemble in an area uphill & upwind from the affected area.
- Avoid direct contact and/or breathing in of vapors.
- Unless properly trained, do not attempt to clean up the spill.
- Do not operate any electrical devices, phones, appliances, light switches, or equipment with open flames within the affected area.



POWER OUTAGE

EVALUATE

- Remain calm and move cautiously to a lighted area.
- If the fire alarm sounds or upon notification by emergency personnel, evacuate and move to the designated assembly point.
- Never attempt to pry open elevator doors.
- In laboratories, secure all experiments and electrical equipment, fully close fume hoods and shut off any gases.
- Re-enter ONLY when directed by recognized authority.



SHOOTING INCIDENT

RUN, HIDE, FIGHT

- **RUN:** Get to a safe location, then call 911.
- If you can't run, then **HIDE:** If you can do so safely, find a safe place, get down, take cover, turn off lights, close blinds, and lock or barricade the door. Call 911, if it can be done without revealing your location.
- If you can't run or hide, then **FIGHT** with everything you have.



MEDICAL EMERGENCY

STAY CLEAR

- If trained, administer CPR/First Aid/Automated External Defibrillator (AED) and call 911.
- If not trained, stay clear of the area where the emergency has occurred.
- Direct first responders to the location of the medical emergency.
- Re-enter ONLY when directed by recognized authority.



SUSPICIOUS PACKAGES

STAY CLEAR

- Always report unusual or suspicious mail or packages to the Campus Monitor.
- Do not touch the item.
- Do not operate any electrical devices, cellular phones, light switches, or any radio frequency producing devices.
- Re-enter ONLY when directed by recognized authority.

Severe Weather Emergencies

Thunderstorms

Thunderstorms' characteristics include high winds, cloud-to-ground lightening, heavy rain, and can produce tornados, large hail, and flooding.

- Stay indoors and away from windows, and draw shades or blinds to reduce injury from flying glass.
- Minimize use of electric appliances.
- Stay off landline telephones and cell phones with power cords attached.



Tornados

- Sirens are a warning that a tornado has been detected by radar or reported by weather spotters.
- Seek shelter immediately or go to the lowest floor of the available building.
- Stay away from windows and doors to prevent injury from glass or other flying objects.
- Do not go outdoors to see the storm.
- If you are in a vehicle, seek shelter in a building, ditch, or other safe place. Automobiles are very dangerous during high winds.

Floods

- Secure vital equipment, records, and chemicals. Shut off all electrical equipment. Secure all laboratory experiments.
- Move to higher, safer ground.
- Do not return to your building unless you have been instructed to do so by the NWSC Campus Monitor or emergency personnel.
- If flood water rises, do not attempt to wade or travel through the water. Even small amounts of water can be dangerous.

Weather Closing Information

Information regarding weather closing at NWSC's Rolling Meadow Campus is available via a variety of resources:

Emergency Closing Center: <http://www.emergencyclosingcenter.com/ecc/home.jsp>

NWSC Facebook Page:

Explosions

- Call 911 from a landline or emergency call box.
- Remain calm.
- Do not use cell phone, electronic devices, or any electrical device that could spark further explosions.
- Immediately seek cover in a safe place or evacuate if safe to do so.
- Do not return to the area.
- Do not use elevators in case of fire.
- If able to get outside, move to a distance of at least 500 feet away from the blast.
- If trapped, signal for help.
- Notify police and/or firefighters on the scene if you suspect someone may be trapped inside the building.



When a fire alarm sounds, complete evacuation is required. Close doors and windows as you leave if feasible. Walk, do not run, to the nearest stairway exit and proceed to ground level. The alarm may not sound continuously. If the alarm stops, continue the evacuation and warn others who may attempt to enter the building.

Fire

- Alert people in the immediate area of the fire, and evacuate.
- Confine the fire by closing doors as you leave.
- Activate a fire alarm by pulling on an alarm box.
- From a safe location, call 911 to report the location and size of the fire.
- Evacuate the building. Do not use elevators unless directed to do so by authorized emergency personnel.
- Do not re-enter the building until authorized emergency personnel give the "all clear" signal.
- If you notice smoke or fire in your path, use alternative exit routes.
- If heat or flames block your exit routes, stay in the room with the door closed. Consider ways to signal for help. If possible, call 911 to advise authorities you are trapped in the building.
- Report all fires, even those which have been extinguished, to the NWSC Campus Monitor.



If you **MUST** use a fire extinguisher, remember to:

- P**ull the safety pin on the grip handle.
- A**im the nozzle at the base of the fire.
- S**queeze the handles all the way together.
- S**weep the extinguisher from side to side.

Hazardous Materials

Chemical Spills

Detailed safety procedures are in place in all campus laboratories where dangerous materials are used and stored. If you encounter a chemical spill and no trained individuals are in the area:

- Do not walk into or touch any spilled material.
- Avoid inhaling fumes, smoke, and vapors, even if no hazardous materials are involved.
- Isolate the area by sealing it off or closing doors.
- Notify people in neighboring offices and classrooms.
- Turn off space heaters and extinguish open flames in the area.
- Evacuate the affected area or building and do not re-enter the area until told to do so by authorized emergency personnel.
- Most chemicals are odorless, so remember just because you can't smell it doesn't mean it's not harming you.



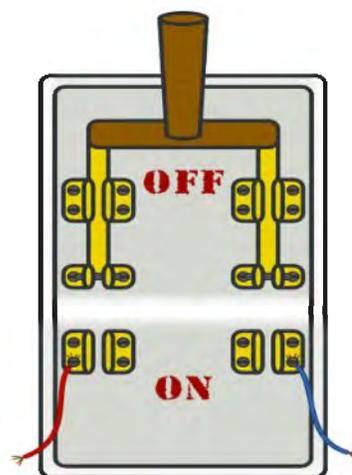
Utilities/Power Outage

In the event of a major utility failure, contact the Campus Monitor or nearest administrator.

- Remain calm; move cautiously to a lighted area.
- Turn off and unplug computers and other voltage-sensitive equipment.
- Provide assistance to others if necessary.

Electrical Outage

- Evacuate the building if the fire alarm sounds or upon notification by authorized emergency personnel.
- In laboratory buildings, fume hoods do not operate during a power outage and most laboratories should not be used until the ventilation is properly restored.



Gas Leak/Unusual Odors

- Call the NWSC Campus Monitor.
- Cease all operations immediately.
- Evacuate as soon as possible.
- Do not use cell phones or other electronic equipment.
- Do not switch lights on or off.

Flooding/Plumbing Failure

- Cease using all electrical equipment.
- Avoid contact with the water.
- Contact the NWSC Campus Monitor.

Shooting Incident

This type of incident is unpredictable, and your immediate response depends on the situation you encounter. If it is possible to do so safely, exit the building immediately, moving away from the immediate path of danger, and take the following steps:

1. Call 911 if you can.
2. Run: Evacuate to a safe area away from the danger and take protective cover; notify anyone you may encounter.
3. Hide: If not safe to evacuate, go to the nearest room.
 - Close and lock the door.
 - Turn off the lights.
 - Stay away from doors and windows.
 - Keep quiet. Silence your phone.
 - Stay there until assistance arrives.
4. Fight: If unable to evacuate or seek a secured location, then fight with everything you have in order to save your life.
5. Individuals not in harm's way are to take protective cover, staying away from windows and doors until notified otherwise.



Medical Emergency

A medical emergency is an injury or illness that is acute and poses an immediate threat to a person's life or long-term health.

After you have called 911, there are several things you can do until Emergency Responders arrive. These simple procedures will greatly aid the Emergency Responders and the patient they will treat.

- Provide first aid to the best of your ability.
- Use precautions to prevent your exposure to bodily fluids.
- Refrain from moving the patient unless it is absolutely necessary for safety reasons.
- If you determine that the patient is unresponsive, begin cardiopulmonary resuscitation (CPR).
- If not trained in CPR, perform hands-only CPR.
- Stay calm; do not get excited. Then reassure the patient that help is on the way.
- Make the patient as comfortable as possible.
- Clear the area for emergency responders if possible.
- If possible, identify any medication the patient is prescribed.
- Have someone meet the police officer and direct/lead them to the patient.



Suspicious Mail/Packages

If you see or are holding a suspicious package/object:

- Do not use a cell phone as it can trigger an explosive device.
- Call 911 from a landline.
- Evacuate others from the immediate area.
- If you are *holding* a suspicious package/object, gently set the item down on a solid surface or on the floor. If there is powder or liquid, try to set item down in a container, such as a trash can or bucket. Leave the immediate area.
- If you *see* a suspicious package/object, do not physically touch the object. Move away from suspicious items.
- Follow police instructions.



From:	Shazia Ilyas <silyas@nwsc.edu>
To:	NWSC Librarian <library@nwsc.edu>
CC:	Dr. M.T. AliNiasee <president@nwsc.edu>
Date:	Thu, May 18, 2017, 01:30 PM
Subject:	Incident Report
Attachments:	image.png, NWSC Incident Report.docx

Hello Crispian,

Please complete the attached Incident Report with detailed information about yesterday's event and submit at your earliest convenience.

Thank You,

Ms. Shazia Ilyas

Associate Dean of Academic & Student Affairs

Northwest Suburban College

5999 S. New Wilke Road, Bldg 500

Rolling Meadows, IL 60008

www.nwsc.edu

847.290.6425, ex. 110



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From:	library@nwsc.edu
To:	Dr. M.T. AliNiazee <president@nwsc.edu>, Shazia Ilyas <silyas@nwsc.edu> (b)(6) Huda Hussein <hhusseini@nwsc.edu>
Date:	Thu, May 18, 2017, 04:20 PM
Subject:	Incident report
Attachments:	NWSC Incident Report (5182017).docx

Dr. AliNiazee, Shazia Ilyas Forwarding of Incident report for an unprofessional and hostile workplace under the harassment and intimidation of John Nichols.

Crispien

Attached email; This email clearly shows that John has presented himself to me as my immediate supervisor and his claims that this position of authority is by order of Dr. AliNiazee and Shazia Ilyas. Additionally this email is ill informed of conversations that I had had with Ms. Ilyas concerning the furniture.

~~~~~

Crispien,

Stop moving furniture.

Dr. AliNiazee, Shazia, and I all clearly stated that the furniture in the adjunct faculty office/recruiting area is to stay in that space for now. Last week, Shazia, Jennifer and myself had to move all the library chairs you moved outside and left unattended. If you need to move furniture or rearrange something, we can work together to find a solution for you. Do not move any furniture.

Thank you for your cooperation,  
John

Dr. John Nichols III, Director  
School of Liberal Arts & Admissions  
Northwest Suburban College  
5999 S. New Wilke Road, Bldg 5  
Rolling Meadows, IL 60008  
847.290.6425 x108  
[www.nwsc.edu](http://www.nwsc.edu)



## INCIDENT REPORT

*This is a confidential report that will be placed in the involved parties' files.*

|                                                                                                                                                                           |                       |                          |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------|-----------|
| Date and Time of Incident:                                                                                                                                                | 4/19/2017 – 5/18/2017 | Date and Time of Report: | 5/18/2017 |
| Location of Incident:                                                                                                                                                     | NWSC Campus           |                          |           |
| Name of person(s) involved in the incident:<br><i>(If additional individuals are involved, please use a separate sheet of paper to document names and phone numbers.)</i> |                       |                          |           |
| First Name:                                                                                                                                                               | Crispien              |                          |           |
| Last Name:                                                                                                                                                                | Van Aelst             |                          |           |
| Phone Number:                                                                                                                                                             | 312-330-7751          |                          |           |
|                                                                                                                                                                           |                       |                          |           |
| First Name:                                                                                                                                                               | John                  |                          |           |
| Last Name:                                                                                                                                                                | Nichols               |                          |           |
| Phone Number:                                                                                                                                                             |                       |                          |           |
| Description of Incident: <i>Please provide as much detail as possible.</i>                                                                                                |                       |                          |           |

I have been subjected to a sustained campaign of harassment from *John Nichols*, to the point in which I consider my place of work to be a hostile workplace. Beginning in the middle of April, *Nichols*, against my request as the librarian, at NWSC arranged for the board table that had occupied the center of the library to be removed. I had informed *Nichols* that I did not have suitable furniture to replace what he was removing. *Nichols*, with no legitimate authority over my position or of the College's Library attempted to intimidate me by threatening me with "insubordination". Mr. Nichols then told me that everything had been arranged through the college President and he was acting in the name of the President, thus implying that if I did not agree I would be forced to agree. With this I ended my protestations, but I refused to assist in the removal of the table.

With the library empty of furniture and a week of final exams happening I needed furniture to place in the Library for the students to use while they studied for their final exams, to this end I borrowed, intending to return once proper arrangements for the library had been made, a love seat, two chairs, and a coffee table from the "adjunct faculty lounge" which saw little to now use. Once I had done this I then informed my immediate supervisor *Shazia Ilyas* what I had done informing her that I had no problem returning the furniture to the "lounge" before John returned from his trip to France, which coincided with finals week for the term. At the end of the week I left on Thursday, my final day before the weekend, I forgot to return the furniture. Upon leaving I immediately realized that *Nichols* would be returning on Monday a full day before I a scheduled to return on Tuesday, upon my return I found the library emptied of furniture with books and papers strewn throughout the library. I asked the receptionist what had happened and was informed (by the receptionist *Jennifer*) that *Nichols* had entered the library and started yelling and tossing furniture around. *Nichols* then removed the furniture from the library and returned it to the "lounge". I then reported the incident immediately to *Ms. Ilyas* in person in her office. Following my report of the incident I received an intimidating email from *Nichols* (a copy of which is available and attached). Shortly after the email *Nichols* entered the library and informed me that he felt that the furniture should be returned to the library and he then asked several of the undergraduate students to assist him in returning the furniture to the library; however, as he did so his body language was one of intimidation in an attempt to force me into an apology.

From this event in mid-April until the present (5/18/2017) I have been subjected to non-stop harassment and dehumanizing behavior from *Nichols*. I have overheard whispers from *Nichols* to the President about how the "library looks like a mess, can't he at least make it look pretty?" and "Crispien is working so slowly, are we sure that he should continue here, without being supervised more closely?" These comments have been not only in the rhetorical, but have been in action. On Monday May 1<sup>st</sup>, a day on which I was not scheduled to work, but felt it of importance to accelerate the process of making the library accessible and usable to the NWSC campus community. On this day I came into the library to find my desk moved and the library rearranged, asking what happened I was informed by the receptionist that *Nichols* had moved the furniture so that I would be more easily supervised and controlled. I immediately went to *Ms. Ilyas*' office to complain of *Nichols*' continued harassment of me shortly after making my verbal report to *Ms. Ilyas*; *Nichols* entered the library, after several passive aggressive sighs and comments proceeded to accuse me of insubordination towards him, even

though I am not his subordinate. He then proceeded to call me a dog saying, "you are nothing more than a disobedient dog, who needs to learn his place here". Again, as before, I immediately went to Ms. Ilyas' office to make a report in person and to the President, I along with *Dr. Hussein* then requested an meeting with the President, this request was ignored, the next day the request was made again by *Dr. Hussein*, and again ignored. All the while I have continued to bear the brunt of *Nichol*, continued harassment, of snide and derogatory comments about me and my work as well as constant passive aggressive sighs and other non-verbal communication that is unprofessional, belittling, and dehumanizing all of which contributes to my feeling of being constantly under assault and that my workplace is both hostile and unresponsive.

I feel that I have been marginalized and neglected and that any and all complaints I make concerning *Nichols* is dismissed out of hand do to his position as an advisor to the President. I have been subject to belittling and hostile commentary both at me and about me, I have been threatened with retaliation by *Nichols*, which is seemingly happening, as he told me in the conversation wherein he referred to me as a disobedient dog that he would see me fired, a threat that I have taken seriously since it was made. I have informed Ms. Ilyas of this fear on several occasions, by asking if I would be let go upon the completion of making the library accessible.

For the last month I have had a difficult time sleeping and feel physically ill every morning before I go to work. My anxiety concerning my future has reached levels that I find it difficult to accomplish my work when at work as I do not know the next time I will be attacked by *Nichols*; who in his position can do significant damage to both my current job and my future career. While he may not be my immediate supervisor, he does have significant enough sway that I am frightened.

I am on edge at work and now take everything far more seriously than perhaps I should; however this is only do to my feeling that my place of employment has been consistently for over a month a hostile and unresponsive work environment, and yet despite this I continue to come in on my days off to assist both the college and its community to my fullest.

**Witnesses: List full name and contact information, including phone numbers.**

I do not know the full contact, but the former receptionist Jennifer  
As well as Dr. Huda Hussein and Instructor T. Jones,

**Reporting of the Incident:**

Name and title of person completing this form:

Signature of person completing this form:

Date:

Incident report submitted to:

Date of submittal:

**Follow-Up Action:**

|              |                                                |
|--------------|------------------------------------------------|
| From:        | Shazia Ilyas <silyas@nwsc.edu>                 |
| To:          | library@nwsc.edu                               |
| CC:          | Dr. M.T. AliNiasee <president@nwsc.edu> (b)(6) |
| Date:        | Thu, May 18, 2017, 05:33 PM                    |
| Subject:     | Re: Incident report                            |
| Attachments: | image.png                                      |

Please note that as of the date of the email below, John Nichols was responsible for Facilities--as per Dr. AliNiasee's order and assignment.

Prior to the moving of any furniture, Crispian was informed by me that John was overseeing Facilities. Crispian acknowledged this role, which is why he promised to return the furniture back to the Adjunct Faculty Lounge before John returned from his international trip.

Ms. Shazia Ilyas

Associate Dean of Academic & Student Affairs

**Northwest Suburban College**

5999 S. New Wilke Road, Bldg 500

Rolling Meadows, IL 60008

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847.290.6425, ex. 110



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On Thu, May 18, 2017 at 04:20 PM, [library@nwsc.edu](mailto:library@nwsc.edu) wrote:

Dr. AliNiazee, Shazia Ilyas Forwarding of Incident report for an unprofessional and hostile workplace under the harassment and intimidation of John Nichols.

Crispien

-----

Attached email; This email clearly shows that John has presented himself to me as my immediate supervisor and his claims that this position of authority is by order of Dr. AliNiazee and Shazia Ilyas. Additionally this email is ill informed of conversations that I had had with Ms. Ilyas concerning the furniture.

~~~~~

Crispien,

Stop moving furniture.

Dr. AliNiazee, Shazia, and I all clearly stated that the furniture in the adjunct faculty office/recruiting area is to stay in that space for now. Last week, Shazia, Jennifer and myself had to move all the library chairs you moved outside and left unattended. If you need to move furniture or rearrange something, we can work together to find a solution for you. Do not move any furniture.

Thank you for your cooperation,
John

Dr. John Nichols III, Director
School of Liberal Arts & Admissions
Northwest Suburban College
5999 S. New Wilke Road, Bldg 5
Rolling Meadows, IL 60008
847.290.6425 x108
www.nwsc.edu

From:	hhusseini@nwsc.edu
To:	library@nwsc.edu
CC:	Dr. M.T. AliNiazee <president@nwsc.edu>, Shazia Ilyas <silyas@nwsc.edu>, (b)(6)
Date:	Fri, May 19, 2017, 09:47 AM
Subject:	Re: Incident report

Hello,

Since my name is included in this report, I want to make my position clear.

I did request for a meeting specifically to talk about John on the day of the incident that is described in this report, not only to address this incident but also to talk about other concerns of mine and other employees who wanted to take part in the meeting.

My request for a meeting was not neglected. Dr. AliNiazee told me he was busy that day and that we can schedule to meet at a different time. I communicated this information to all those who wanted to voice their concerns during the meeting including Crispien.

I never approached Dr AliNiazee for another meeting, and if I did, I have no doubt that it won't be ignored. Dr. AliNiazee has an open door policy where he's accessible to all members of the NWSC community.

Thank you.

Huda Husseini

Faculty, Student Advisor
Dept. of Physical Sciences

Northwest Suburban College
Rolling Meadows, IL
www.nwsc.edu

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Crispien

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Thank you for your cooperation,  
John

Dr. John Nichols III, Director  
School of Liberal Arts & Admissions  
Northwest Suburban College  
5999 S. New Wilke Road, Bldg 5  
Rolling Meadows, IL 60008  
847.290.6425 x108  
[www.nwsc.edu](http://www.nwsc.edu)



## INCIDENT REPORT

*This is a confidential report that will be placed in the involved parties' files.*

|                                                                                                                                                                                                                                                                                                                                                                                    |                             |                          |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------|-----------|
| Date and Time of Incident:                                                                                                                                                                                                                                                                                                                                                         | 4/19/2017 – 5/18/2017       | Date and Time of Report: | 5/18/2017 |
| Location of Incident:                                                                                                                                                                                                                                                                                                                                                              | NWSC Campus                 |                          |           |
| <b>Name of person(s) involved in the incident:</b><br><i>(If additional individuals are involved, please use a separate sheet of paper to document names and phone numbers.)</i>                                                                                                                                                                                                   |                             |                          |           |
| First Name:                                                                                                                                                                                                                                                                                                                                                                        | Crispien                    |                          |           |
| Last Name:                                                                                                                                                                                                                                                                                                                                                                         | Van Aelst                   |                          |           |
| Phone Number:                                                                                                                                                                                                                                                                                                                                                                      | 312-330-7751                |                          |           |
|                                                                                                                                                                                                                                                                                                                                                                                    |                             |                          |           |
| First Name:                                                                                                                                                                                                                                                                                                                                                                        | John                        |                          |           |
| Last Name:                                                                                                                                                                                                                                                                                                                                                                         | Nichols                     |                          |           |
| Phone Number:                                                                                                                                                                                                                                                                                                                                                                      |                             |                          |           |
| <b>Description of Incident: Please provide as much detail as possible.</b>                                                                                                                                                                                                                                                                                                         |                             |                          |           |
| <p>Today <i>John Nichols</i> entered the library in violation of the agreement made between Dr. M.T. AliNiasee and I and while attempting to intimidate me through a combination of stares, comments, and threatening body language. <i>John Nichols</i> refused to leave the area when asked, making several derogatory comment toward me as he did finally leave the library</p> |                             |                          |           |
| <b>Witnesses: List full name and contact information, including phone numbers.</b>                                                                                                                                                                                                                                                                                                 |                             |                          |           |
| <p>Amal Gosh (former student)</p>                                                                                                                                                                                                                                                                                                                                                  |                             |                          |           |
| <b>Reporting of the Incident:</b>                                                                                                                                                                                                                                                                                                                                                  |                             |                          |           |
| Name and title of person completing this form:                                                                                                                                                                                                                                                                                                                                     | Crispien Van Aelst          |                          |           |
| Signature of person completing this form:                                                                                                                                                                                                                                                                                                                                          |                             |                          |           |
| Date:                                                                                                                                                                                                                                                                                                                                                                              | 5/30/2017                   |                          |           |
|                                                                                                                                                                                                                                                                                                                                                                                    |                             |                          |           |
| Incident report submitted to:                                                                                                                                                                                                                                                                                                                                                      | Shazia Ilyas, Dr. AliNiasee |                          |           |
| Date of submittal:                                                                                                                                                                                                                                                                                                                                                                 | 5/30/2017                   |                          |           |
| <b>Follow-Up Action:</b>                                                                                                                                                                                                                                                                                                                                                           |                             |                          |           |
|                                                                                                                                                                                                                                                                                                                                                                                    |                             |                          |           |

|              |                                                                               |
|--------------|-------------------------------------------------------------------------------|
| From:        | Shazia Ilyas <silyas@nwsc.edu>                                                |
| To:          | Dr. M.T. AliNiazee <president@nwsc.edu>, Dr. Maksood Akbar <provost@nwsc.edu> |
| CC:          | library@nwsc.edu, Dr. John Nichols <jnichols@nwsc.edu>                        |
| Date:        | Tue, May 30, 2017, 05:54 PM                                                   |
| Subject:     | Re: Incident report 2                                                         |
| Attachments: | image.png                                                                     |

Hello All,

In response to the Incident Report, this is a summary of the conversations between (1) Dr. M. T. AliNiazee, (2) Shazia Ilyas, and (3a) Crispian Van Aelst and (3b) Dr. John Nichols.

Based on the report submitted, Dr. AliNiazee and Shazia met with Dr. John Nichols and asked about the incident in the library. John said he went to the library to look for three books missing from the B5 Lounge to be used for a liberal arts course he is designing. When Dr. AliNiazee & Shazia spoke to Crispian, he said John entered the library with his dark sunglasses and breathing over his shoulder. John said Crispian stated that he's not allowed to be in the library and that he will be writing a complaint about him just for being in the library; Crispian said John was intimidating and exclaimed, "What? I can't use the library?" and stormed out.

Based on discussions between the two individuals (separately), John is asked to not use the library during Crispian's scheduled hours. Both parties agreed to this resolution.

Ms. Shazia Ilyas

Associate Dean of Academic & Student Affairs

**Northwest Suburban College**

5999 S. New Wilke Road, Bldg 500

Rolling Meadows, IL 60008

[www.nwsc.edu](http://www.nwsc.edu)

847.290.6425, ex. 110



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7/17/2017

hereby notified that any use, dissemination, distribution, and/or reproduction of this message and/or any attachments by unintended recipients is unauthorized and may be unlawful.

On Tue, May 30, 2017 at 04:16 PM, [library@nwsc.edu](mailto:library@nwsc.edu) wrote:

|

|              |                                                                                 |
|--------------|---------------------------------------------------------------------------------|
| From:        | library@nwsc.edu                                                                |
| To:          | Dr. M.T. AliNiazee <president@nwsc.edu>, Shazia Ilyas <silyas@nwsc.edu>, (b)(6) |
| Date:        | Wed, May 31, 2017, 01:13 PM                                                     |
| Subject:     | Incident report #3                                                              |
| Attachments: | NWSC Incident Report (5312017).docx                                             |



## INCIDENT REPORT

*This is a confidential report that will be placed in the involved parties' files.*

|                                                                                                                                                                                                                                                                                                                                                                                         |                              |                          |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------|---------------|
| Date and Time of Incident:                                                                                                                                                                                                                                                                                                                                                              | 5/31/2017                    | Date and Time of Report: | 5/31/2017 1pm |
| Location of Incident:                                                                                                                                                                                                                                                                                                                                                                   | NWSC Campus                  |                          |               |
| <b>Name of person(s) involved in the incident:</b><br><i>(If additional individuals are involved, please use a separate sheet of paper to document names and phone numbers.)</i>                                                                                                                                                                                                        |                              |                          |               |
| First Name:                                                                                                                                                                                                                                                                                                                                                                             | Crispien                     |                          |               |
| Last Name:                                                                                                                                                                                                                                                                                                                                                                              | Van Aelst                    |                          |               |
| Phone Number:                                                                                                                                                                                                                                                                                                                                                                           | 312-330-7751                 |                          |               |
|                                                                                                                                                                                                                                                                                                                                                                                         |                              |                          |               |
| First Name:                                                                                                                                                                                                                                                                                                                                                                             | John                         |                          |               |
| Last Name:                                                                                                                                                                                                                                                                                                                                                                              | Nichols                      |                          |               |
| Phone Number:                                                                                                                                                                                                                                                                                                                                                                           |                              |                          |               |
| <b>Description of Incident: Please provide as much detail as possible.</b>                                                                                                                                                                                                                                                                                                              |                              |                          |               |
| <p>I was introducing myself to the new receptionist and speaking with her for less than a minute. John Nichols approached the desk with I was doing so and asked the receptionist if I was distracting her (to which she replied no) while making direct and threatening eye contact and body language toward me. I this moment I felt very threatened and concerned for my safety.</p> |                              |                          |               |
| <b>Witnesses: List full name and contact information, including phone numbers.</b>                                                                                                                                                                                                                                                                                                      |                              |                          |               |
| Molly (Receptionist)                                                                                                                                                                                                                                                                                                                                                                    |                              |                          |               |
| <b>Reporting of the Incident:</b>                                                                                                                                                                                                                                                                                                                                                       |                              |                          |               |
| Name and title of person completing this form:                                                                                                                                                                                                                                                                                                                                          | Crispien Van Aelst           |                          |               |
| Signature of person completing this form:                                                                                                                                                                                                                                                                                                                                               |                              |                          |               |
| Date:                                                                                                                                                                                                                                                                                                                                                                                   | 5/31/2017                    |                          |               |
|                                                                                                                                                                                                                                                                                                                                                                                         |                              |                          |               |
| Incident report submitted to:                                                                                                                                                                                                                                                                                                                                                           | Shazia Ilyas, Dr. Ali Niazee |                          |               |
| Date of submittal:                                                                                                                                                                                                                                                                                                                                                                      | 5/31/2017                    |                          |               |
| <b>Follow-Up Action:</b>                                                                                                                                                                                                                                                                                                                                                                |                              |                          |               |
|                                                                                                                                                                                                                                                                                                                                                                                         |                              |                          |               |

|              |                                                                                 |
|--------------|---------------------------------------------------------------------------------|
| From:        | library@nwsc.edu                                                                |
| To:          | Shazia Ilyas <silyas@nwsc.edu>, Dr. M.T. AliNiazee <president@nwsc.edu>, (b)(6) |
| Date:        | Wed, May 31, 2017, 01:21 PM                                                     |
| Subject:     | incident report #4                                                              |
| Attachments: | NWSC Incident Report (5312017)#2.docx                                           |



## INCIDENT REPORT

*This is a confidential report that will be placed in the involved parties' files.*

|                                                                                                                                                                                                                                      |                             |                          |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------|-------------------|
| Date and Time of Incident:                                                                                                                                                                                                           | 5/31/2017                   | Date and Time of Report: | 5/31/2017 1:15 pm |
| Location of Incident:                                                                                                                                                                                                                | NWSC Campus                 |                          |                   |
| <b>Name of person(s) involved in the incident:</b><br><i>(If additional individuals are involved, please use a separate sheet of paper to document names and phone numbers.)</i>                                                     |                             |                          |                   |
| First Name:                                                                                                                                                                                                                          | Crispien                    |                          |                   |
| Last Name:                                                                                                                                                                                                                           | Van Aelst                   |                          |                   |
| Phone Number:                                                                                                                                                                                                                        | 312-330-7751                |                          |                   |
|                                                                                                                                                                                                                                      |                             |                          |                   |
| First Name:                                                                                                                                                                                                                          | John                        |                          |                   |
| Last Name:                                                                                                                                                                                                                           | Nichols                     |                          |                   |
| Phone Number:                                                                                                                                                                                                                        |                             |                          |                   |
| <b>Description of Incident: Please provide as much detail as possible.</b>                                                                                                                                                           |                             |                          |                   |
| <p>Immediately after Shazia came to the front desk to ask for Molly to come to her office in order to investigate my earlier report, John Nichols came to the library and waved to me while mouthing the words, "Bye asshole"...</p> |                             |                          |                   |
| <b>Witnesses: List full name and contact information, including phone numbers.</b>                                                                                                                                                   |                             |                          |                   |
|                                                                                                                                                                                                                                      |                             |                          |                   |
| <b>Reporting of the Incident:</b>                                                                                                                                                                                                    |                             |                          |                   |
| Name and title of person completing this form:                                                                                                                                                                                       | Crispien Van Aelst          |                          |                   |
| Signature of person completing this form:                                                                                                                                                                                            |                             |                          |                   |
| Date:                                                                                                                                                                                                                                | 5/31/2017                   |                          |                   |
|                                                                                                                                                                                                                                      |                             |                          |                   |
| Incident report submitted to:                                                                                                                                                                                                        | Shazia Ilyas, Dr. AliNiazee |                          |                   |
| Date of submittal:                                                                                                                                                                                                                   | 5/31/2017                   |                          |                   |
| <b>Follow-Up Action:</b>                                                                                                                                                                                                             |                             |                          |                   |
|                                                                                                                                                                                                                                      |                             |                          |                   |

Northwest Suburban College (488086) (2)

[Surveys](#) [Reports](#) [Tools](#) [Help](#) [Log Out](#)

Academic Libraries

## Library Collections/Circulation and Interlibrary Loan Services

[FAQ](#) [Instructions](#) [Video Tutorials](#)

- ▶ Overview
- ▶ Screening Questions
- ▼ Section 1
  - ▶ Collections/Circulation and Interlibrary Loan Services
- ▶ Summary

**Section I:**  
For all degree-granting institutions with library expenses >0

**NOTE - This section of the survey collects data on selected types of material. It does not cover all materials. Report the total number of each category held at the END of Fiscal Year 2016.**

|                            | Physical | Prior Year Amount | Digital/Electronic | Prior Year Amount | Total |
|----------------------------|----------|-------------------|--------------------|-------------------|-------|
| <b>Library Collections</b> |          |                   |                    |                   |       |
| <b>Books</b>               | 2420     |                   | 6922               | 0                 |       |
| <b>Databases</b>           |          |                   | 35                 | 0                 |       |
| <b>Media</b>               | 70       | 70                | 0                  | 0                 |       |
| <b>Serials</b>             | 600      |                   | 7,000              |                   |       |
| <b>Total</b>               |          |                   |                    |                   |       |
| <b>Library Circulation</b> |          | ?                 |                    | ?                 |       |

Does your institution have **Interlibrary Loan Services** ?

- No  
 Yes

**Interlibrary Loan Services**

|                                                                    | Number | Prior Year Amount |
|--------------------------------------------------------------------|--------|-------------------|
| Total interlibrary loans and documents provided to other libraries | 0      | 0                 |
| Total interlibrary loans and documents received                    | 0      | 0                 |

You may use the space below to provide context for the data you've reported above. This context box will not be posted on the [College Navigator Website](#).

Invalid data type Fatal error Confirm or explain Resolved explanation Overridden by Admin

If one of the above icons appears next to a data field or fields above, click on it to view a description of the error.

[Previous](#) [Save](#) [Save and Next](#) [Next](#)



*Submitted by Crispian Van Oelst  
on 04/04/2017*





|          |                                                            |
|----------|------------------------------------------------------------|
| From:    | ipedshelp@rti.org                                          |
| To:      | silyas@nwsc.edu                                            |
| Date:    | Tue, Apr 11, 2017, 11:02 AM                                |
| Subject: | IPEDS Locking Confirmation for Academic Libraries - 488086 |

Your survey data for **Academic Libraries, 2016-17 spring collection** were locked on Tuesday, April 11, 2017. Please note that locking your data does not equal compliance. The data will be reviewed by NCFES, and any inaccuracies will need to be addressed before your data are accepted.

These data are now read-only. If you need to make any changes, you can call the IPEDS Help Desk at 1-877-225-2568.

Use the Print Data/Get PDF option on the Surveys page if you wish to print out a copy of your submission.

The Department of Education's National Center for Education Statistics would like to thank you for your participation in the 2016-17 spring data collection. Please be sure that you have locked ALL applicable surveys for this collection period.

IPEDS Help Desk  
Toll Free 1-877-225-2568  
[ipedshelp@rti.org](mailto:ipedshelp@rti.org)





## Academic Libraries 2016-17

Institution: Northwest Suburban College (488086)

User ID: P4880861

### Overview

#### Academic Libraries Overview

Welcome to the IPEDS Academic Libraries (AL) survey component. The purpose of the AL component of IPEDS is to collect information on library collections, library expenses, and library services for libraries in degree-granting postsecondary institutions.

#### Recent changes

There are a few changes to the 2016-17 Academic Libraries component from the 2015-16 collection. Visit the [Academic Libraries Resource](#) page for a list of the changes and additional reporting resources.

#### Data Reporting Reminders

Report all data for fiscal year (FY) 2016. Fiscal year 2016 is defined as the most recent 12-month period that ends before October 1, 2016, that corresponds to the institution's fiscal year.

#### Coverage:

Include data for the main or central academic library and all branch and independent libraries that were open all or part of the fiscal year 2016. Branch and independent libraries are defined as auxiliary library service outlets with quarters separate from the central library that houses the basic collection. The central library administers the branches. Libraries on branch campuses that have separate IPEDS unit identification numbers are reported as separate libraries.

#### Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

For more information about the previous survey: [Academic Libraries Survey](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Institution: Northwest Suburban College (488086)  
User ID: P4880861

### Screening Questions

Were your annual total library expenses for Fiscal Year 2016:

- Less than \$100,000       Greater than or equal to \$100,000

Is the library collection entirely electronic?

- No       Yes

**Library Collections/Circulation and Interlibrary Loan Services**

**Section I:**  
**For all degree-granting institutions with library expenses >0**

**NOTE - This section of the survey collects data on selected types of material. It does not cover all materials. Report the total number of each category held at the END of Fiscal Year 2016.**

| <u>Library Collections</u>                                  | Physical                           |                   | Digital/Electronic                 |                   | Total        |
|-------------------------------------------------------------|------------------------------------|-------------------|------------------------------------|-------------------|--------------|
|                                                             |                                    | Prior Year Amount |                                    | Prior Year Amount |              |
| <input checked="" type="radio"/> Books                      | 2,120                              |                   | 0                                  |                   |              |
| <u>Databases</u>                                            |                                    |                   | 0                                  |                   |              |
| Media                                                       | 70                                 |                   | 0                                  |                   |              |
| <u>Serials</u>                                              | 600                                |                   | 0                                  |                   |              |
| <b>Total</b>                                                | <b>2,790</b>                       |                   | <b>0</b>                           |                   | <b>2,790</b> |
| <input checked="" type="radio"/> <b>Library Circulation</b> | <input checked="" type="radio"/> 0 |                   | <input checked="" type="radio"/> 0 |                   | 0            |

Does your institution have Interlibrary Loan Services ?

- No
- Yes

**Interlibrary Loan Services**

**Number    Prior Year Amount**

Total interlibrary loans and documents provided to other libraries  
 Total interlibrary loans and documents received

**You may use the space below to provide context for the data you've reported above. This context box will not be posted on the College Navigator Website.**

Our institution is transitioning from a non-circulating to circulating library. Therefore, physical and digital/electronic sources were not checked out during the reporting period.

### Prepared by

This survey component was prepared by:

- Keyholder                       SFA Contact                       HR Contact  
 Finance Contact                       Academic Library Contact                       Other

Name: Shazia Ilyas  
Email: silyas@nwsc.edu

How long did it take to prepare this survey component?                      8 hours                      minutes

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

**Summary**

**Academic Libraries Component Summary**

EDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on your DFR. Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or [ipedshelp@rti.org](mailto:ipedshelp@rti.org).

| <b>Library Collections/Circulation</b> | <b>Physical Collection</b> | <b>Digital/Electronic Collection</b> |
|----------------------------------------|----------------------------|--------------------------------------|
| Books                                  | 2,120                      | 0                                    |
| Databases                              |                            | 0                                    |
| Media                                  | 70                         | 0                                    |
| Serials                                | 600                        | 0                                    |
| Total Collection                       | 2,790                      | 0                                    |
| Total Circulation                      | 0                          | 0                                    |

Academic Libraries

Northwest Suburban College (488086)

| Source                                                                | Description                                                                                                                                                  | Severity    | Resolved | Options |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|---------|
| <b>Screen: Collections/Circulation and Interlibrary Loan Services</b> |                                                                                                                                                              |             |          |         |
| Screen Entry                                                          | The Physical Library Circulation is expected to be greater than zero. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #15018) | Fatal       | Yes      |         |
|                                                                       | Reason: Overridden by administrator. This institution permits in house circulation only. LRC                                                                 |             |          |         |
| Screen Entry                                                          | The Digital/Electronic Library Circulation is expected to be greater than zero. Please correct your data or explain. (Error #15016)                          | Explanation | Yes      |         |
|                                                                       | Reason: All digital/electronic materials were open access and not cataloged through the discovery system.                                                    |             |          |         |



Crispien, I understand what your contract says. Every contract outlines the hours for each week, however the pay periods differ, based on the 1st and 15th pay days.

Exactly and my contract pays me 20 per week in each pay period

This lawsuit is gonna be fun

Crispien I think we are trying to say the same thing. The final week of your employment you were paid for the 30/31st already and 6/1 will come next Thursday on the normal scheduled payroll covering 6/1-6/15

So they picked a day that would hurt me the most

Assholes

I don't think that was the intention at all. Shazia made it clear to me to pay you for the entire day on the 1st, even though you were only here a few hours

**EXHIBIT**

8



Text Message

----- Original Message -----

From: Dr. M.T. AliNiazee <president@nwsc.edu>

To: (b)(6)

ru.c

Sent: Mon, Jun 5, 2017, 05:08 PM

Subject: Letter from the President

Hello NWSC Students, Faculty, & Staff,

As you all know, Northwest Suburban College is undergoing changes—some pleasant, some difficult. I write this letter to give you a clear understanding of the processes that lie ahead and to improve transparency about the challenges NWSC is facing. I also want to use this opportunity to reaffirm my personal commitment to you, the students of NWSC.

There are two separate issues that I would like to address:

1. In February of 2017, NWSC received an order called a "show-cause directive" from ACICS, our accrediting agency. A show-cause directive is a status that ACICS may impose on an institution when it determines that the institution does not operate in accordance with its standards. ACICS issued the show-cause directive because it believes our bachelor's degree programs were not in compliance with ACICS standards. We contend we did nothing wrong and always acted according to ACICS standards. However, on April 11, 2017, ACICS demanded that we cease all activity related to the NWSC bachelors degree programs. Otherwise, the College could have its accreditation withdrawn or suspended. NWSC complied and has suspended the bachelors programs until further notice. We have requested ACICS reconsider the order to cease the bachelor's degree programs and drop the show-cause directive.

While we are hopeful ACICS will reinstate the bachelor's degree programs and take no further action against the College, we do not yet know what the outcome will be.

2. Completely unrelated to the ACICS show-cause directive, in December 2016, the U.S. Department of Education revoked federal recognition of ACICS. This means that schools accredited by ACICS, including NWSC, must find other accrediting agencies in order to maintain programs like federal financial aid.

NWSC is pursuing applications with two different accrediting agencies. It is our hope NWSC will receive approval from one, if not both, of the accrediting agencies.

With these changes in mind, I want to reassure you that NWSC is working towards our goal of finding other accreditors that better meet our needs. Nevertheless, we understand that some students are disappointed in the events that have unfolded over the last few months, so NWSC is taking measures to demonstrate our dedication to your satisfaction.

1. For those students who were enrolled in a bachelor's degree program, the tuition you paid will be refunded and any outstanding amount due on your account will be refunded.

2. We hope you choose to continue your education for the associate of science in biology at NWSC. If so, please see your advisor to go over your options. However, should you decide to transfer to another institution, we will work with you to facilitate your transfer, including speaking to admissions directors and other applicable personnel at the receiving institution. Further, we are diligently working to make arrangements with other colleges that offer bachelor's degrees so that you will be able to complete your education as planned.

I will end with stating that the College has an open-door policy. If you have any questions or concerns, please feel free to contact me. I also encourage you to reach out to any staff members for any clarifications you may need, and know that we are all here to answer any questions or concerns.

Sincerely,

M. T. AliNiazee, PhD  
President  
Northwest Suburban College

For more information about ACICS's loss of Department of Education recognition, click here: <https://www.ed.gov/acics>.

For more information about NWSC's show-cause directive, click here: <http://www.acics.org/commission%20actions/content.aspx?id=6712>



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7/7/2017

126 unread messages - silyas@nwsc.edu

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|          |                                                                          |
|----------|--------------------------------------------------------------------------|
| From:    | admin@nwsc.edu                                                           |
| To:      | (b)(6)                                                                   |
| CC:      | president@nwsc.edu, provost@nwsc.edu, silyas@nwsc.edu, cwloretz@nwsc.edu |
| Date:    | Wed, Apr 26, 2017, 02:20 PM                                              |
| Subject: | Bachelor's Programs Status                                               |

Dear NWSC Undergraduate Students,

Northwest Suburban College would like to inform our College community that we have suspended our Bachelors of Science in Biology and Bachelors of Science in Chemistry programs effective April 24th, 2017, pending review from our accrediting body ACICS. We will, however, *continue our Associate of Science in Biology program* for current and incoming students.

Rest assured, NWSC is dedicated to helping you achieve your educational goals. For those affected by this change, you will be contacted shortly by your advisor to discuss your options. Please meet with him/her at your earliest convenience. All other undergraduate may contact their advisors for more information.

NWSC is undergoing institutional changes in order to provide you with an uncompromisingly excellent educational environment. We appreciate your loyalty and patience as we grow.

Sincerely,

Northwest Suburban College  
5999 S. New Wilke Road  
Buildings 4-5  
Rolling Meadows, IL 60008  
847.290.6425  
[www.nwsc.edu](http://www.nwsc.edu)



|              |                                 |
|--------------|---------------------------------|
| From:        | Shazia Ilyas <silyas@nwsc.edu>  |
| To:          | (b)(6)                          |
| Date:        | Wed, Apr 26, 2017, 04:28 PM     |
| Subject:     | Fwd: Bachelor's Programs Status |
| Attachments: | image.png                       |

Hello Moustafa,

As noted in the email below, NWSC has suspended our BS in Biology and BS in Chemistry programs. I realize this may be an inconvenience for you, but I want to reassure you that NWSC is doing what we can to help you achieve your educational goals, and we're hopeful that we'll be able to offer these programs again in the near future.

I'd like to set up a meeting with you this week or next to go over your program checklist and provide you with alternate options. In particular, you still need quite a few more courses to complete your Associate of Science in Biology program. Once you complete the remaining courses, you may use this accredited degree to transfer to another institution's bachelor's program, or you could transfer out at the end of this term (without the Associate Degree). However, for all courses that you have taken beyond the extent of the Associate of Science in Biology (i.e., courses at the 300-level or higher that are not within your program), the College will refund your account.

Once we set up a meeting, we'll go over these details, including the courses remaining for your Associate of Science Degree and the refund amounts/details. I'll also provide you with a complimentary copy of your official transcript.

Feel free to contact me with any questions.

Sincerely,

Ms. Shazia Ilyas

Associate Dean of Academic & Student Affairs

**Northwest Suburban College**

5999 S. New Wilke Road, Bldg 500

Rolling Meadows, IL 60008

[www.nwsc.edu](http://www.nwsc.edu)

847.290.6425, ex. 110

|              |                                |
|--------------|--------------------------------|
| From:        | Shazia Ilyas <silyas@nwsc.edu> |
| To:          | (b)(6)                         |
| Date:        | Wed, Apr 26, 2017, 04:27 PM    |
| Subject:     | RE: Bachelor's Programs Status |
| Attachments: | image.png                      |

Hello Islam,

As noted in the email below, NWSC has suspended our BS in Biology and BS in Chemistry programs. I realize this may be an inconvenience for you, but I want to reassure you that NWSC is doing what we can to help you achieve your educational goals, and we're hopeful that we'll be able to offer these programs again in the near future.

I'd like to set up a meeting with you this week or next to go over your program checklist and provide you with alternate options. In particular, you still need quite a few more courses to complete your Associate of Science in Biology program. Once you complete the remaining courses, you may use this accredited degree to transfer to another institution's bachelor's program, or you could transfer out at the end of this term (without the Associate Degree). However, for all courses that you have taken beyond the extent of the Associate of Science in Biology (i.e., courses at the 300-level or higher that are not within your program), the College will refund your account.

Once we set up a meeting, we'll go over these details, including the courses remaining for your Associate of Science Degree and the refund amounts/details. I'll also provide you with a complimentary copy of your official transcript.

Feel free to contact me with any questions.

Sincerely,

Ms. Shazia Ilyas

Associate Dean of Academic & Student Affairs

**Northwest Suburban College**

5999 S. New Wilke Road, Bldg 500

Rolling Meadows, IL 60008

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|              |                                |
|--------------|--------------------------------|
| From:        | Shazia Ilyas <silyas@nwsc.edu> |
| To:          | (b)(6)                         |
| Date:        | Wed, Apr 26, 2017, 04:26 PM    |
| Subject:     | RE: Bachelor's Programs Status |
| Attachments: | image.png                      |

Hello Zain,

As noted in the email below, NWSC has suspended our BS in Biology and BS in Chemistry programs. I realize this may be an inconvenience for you, but I want to reassure you that NWSC is doing what we can to help you achieve your educational goals, and we're hopeful that we'll be able to offer these programs again in the near future.

I'd like to set up a meeting with you this week or next to go over your program checklist and provide you with alternate options. In particular, as noted in our previous conversation, you still need a few more courses to complete your Associate of Science in Biology program. Once you complete the remaining courses, you may use this accredited degree to transfer to another institution's bachelor's program, or you could transfer out at the end of this term (without the Associate Degree). However, for all courses that you have taken beyond the extent of the Associate of Science in Biology (i.e., courses at the 300-level or higher that are not within your program), the College will refund your account.

Once we set up a meeting, we'll go over these details, including the courses remaining for your Associate of Science Degree and the refund amounts/details. I'll also provide you with a complimentary copy of your official transcript.

Feel free to contact me with any questions.

Sincerely,

Ms. Shazia Ilyas

Associate Dean of Academic & Student Affairs

**Northwest Suburban College**

5999 S. New Wilke Road, Bldg 500

Rolling Meadows, IL 60008

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|              |                                 |
|--------------|---------------------------------|
| From:        | Shazia Ilyas <silyas@nwsc.edu>  |
| To:          | (b)(6)                          |
| Date:        | Wed, Apr 26, 2017, 04:28 PM     |
| Subject:     | Fwd: Bachelor's Programs Status |
| Attachments: | image.png                       |

Hello Swetha,

As noted in the email below, NWSC has suspended our BS in Biology and BS in Chemistry programs. I realize this may be an inconvenience for you, but I want to reassure you that NWSC is doing what we can to help you achieve your educational goals, and we're hopeful that we'll be able to offer these programs again in the near future.

I'd like to set up a meeting with you this week or next to go over your program checklist and provide you with alternate options. In particular, you still need quite a few more courses to complete your Associate of Science in Biology program. Once you complete the remaining courses, you may use this accredited degree to transfer to another institution's bachelor's program, or you could transfer out at the end of this term (without the Associate Degree). However, for all courses that you have taken beyond the extent of the Associate of Science in Biology (i.e., courses at the 300-level or higher that are not within your program), the College will refund your account.

Once we set up a meeting, we'll go over these details, including the courses remaining for your Associate of Science Degree and the refund amounts/details. I'll also provide you with a complimentary copy of your official transcript.

Feel free to contact me with any questions.

Sincerely,

Ms. Shazia Ilyas

Associate Dean of Academic & Student Affairs

**Northwest Suburban College**

5999 S. New Wilke Road, Bldg 500

Rolling Meadows, IL 60008

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|              |                                |
|--------------|--------------------------------|
| From:        | Shazia Ilyas <silyas@nwsc.edu> |
| To:          | (b)(6)                         |
| Date:        | Wed, Apr 26, 2017, 04:25 PM    |
| Subject:     | RE: Bachelor's Programs Status |
| Attachments: | image.png                      |

Hello Rana,

As noted in the email below, NWSC has suspended our BS in Biology and BS in Chemistry programs. I realize this may be an inconvenience for you, but I want to reassure you that NWSC is doing what we can to help you achieve your educational goals, and we're hopeful that we'll be able to offer these programs again in the near future.

I'd like to set up a meeting with you this week or next to go over your program checklist and provide you with alternate options. In particular, as noted in our previous conversation, you still need a few more courses to complete your Associate of Science in Biology program. Once you complete the remaining courses, you may use this accredited degree to transfer to another institution's bachelor's program, or you could transfer out at the end of this term (without the Associate Degree). However, for all courses that you have taken beyond the extent of the Associate of Science in Biology (i.e., courses at the 300-level or higher that are not within your program), the College will refund your account.

Once we set up a meeting, we'll go over these details, including the courses remaining for your Associate of Science Degree and the refund amounts/details. I'll also provide you with a complimentary copy of your official transcript.

Feel free to contact me with any questions.

Sincerely,

Ms. Shazia Ilyas

Associate Dean of Academic & Student Affairs

**Northwest Suburban College**

5999 S. New Wilke Road, Bldg 500

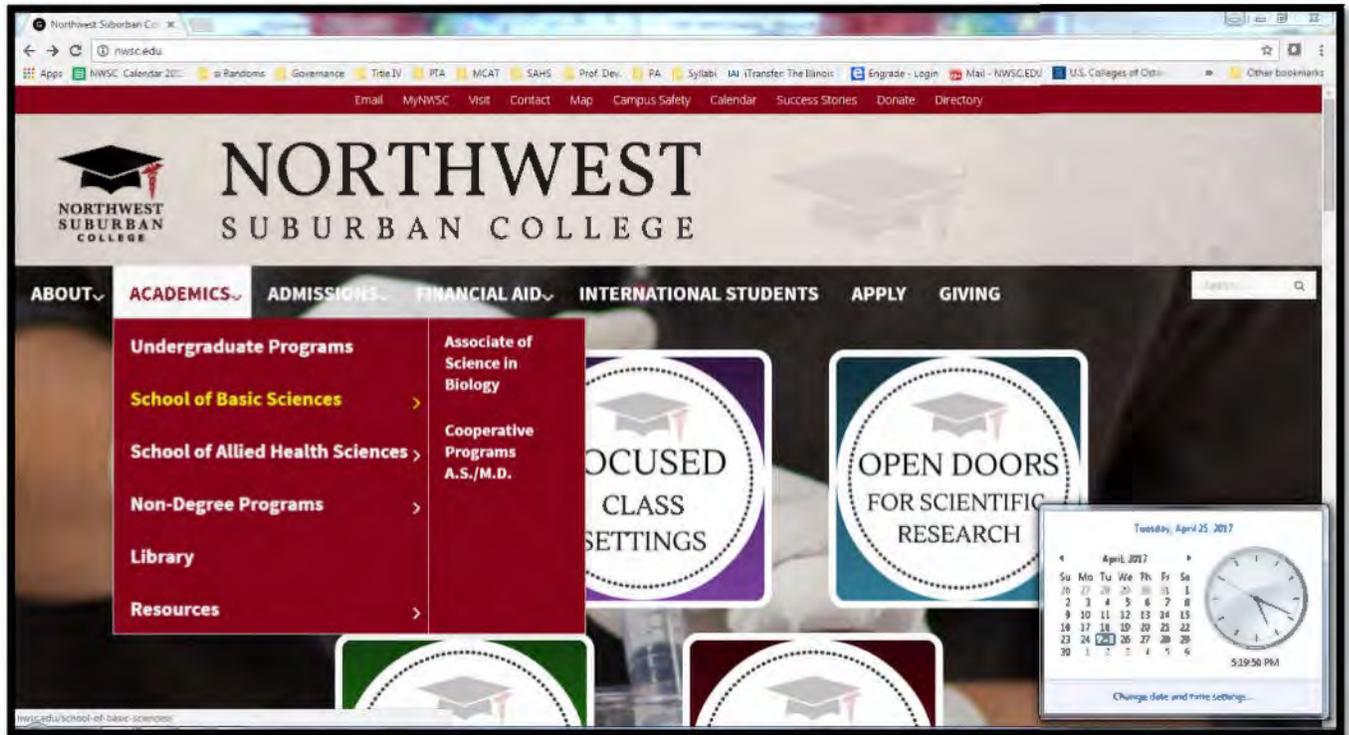
Rolling Meadows, IL 60008

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# Northwest Suburban College

## 1. Evidence of College website



July 31, 2017

Accrediting Council for Independent Colleges & Schools

Attn: Ms. Jan Chambers

750 First Street NE, Suite 980

Washington, DC 20002-4223

**Re: Mr. Crispian Van Aelst's complaint against Northwest Suburban College (School 135778)**

Ms. Chambers:

I write to the Council as an employee of Northwest Suburban College to raise my concerns about the institution's response to the complaint filed by Mr. Van Aelst. Despite being named in the complaint several times, having direct knowledge of several of the incidents Mr. Van Aelst raises, and working in the NWSC's compliance and accreditation department, my role in contributing to NWSC's response to the Council was deliberately and severely restricted by NWSC administrators. My fear is if NWSC is able to exclude me from the Council's investigation into Mr. Van Aelst's complaint, NWSC will continue to operate under its current business practices, which is to the detriment of its students and staff.

I learned of the complaint Mr. Van Aelst filed with the Council after I happened to stumble across a copy of the document in a portion of NWSC's computer network I don't normally access. I requested more information and the opportunity to discuss the planned response, but Mr. Mohammed Faheem, NWSC's new Vice President, and Ms. Shazia Ilyas, Associate Dean, denied or ignored my requests. My sole involvement with the complaint response was limited to one meeting with Mr. Faheem on July 28, 2017. Mr. Faheem wanted me to sign a form that he said would acknowledge I had read Mr. Van Aelst's complaint. I asked when I would be allowed to provide a statement about the complaint and Mr. Faheem explained that an attorney would be writing the complaint for the school, that the attorney knew Mr. Van Aelst's complaint was entirely incorrect, and that the attorney would be able to respond to the complaint without interviewing anyone or gathering any information. Mr. Faheem said I could jot a note or two in the form he was asking me to sign, but that I could not provide additional information unless the attorney contacted me. Mr. Faheem became upset when I said I questioned this process. He told me the Council did not expect a meaningful response and that any investigation into a complaint filed by a former employee would be treated as a mere formality by the Council. I declined to sign the form after Mr. Faheem said it would indicate that I had provided all the information I knew about the complaint and that the form would also serve as a confidentiality agreement.

After I refused to sign the vaguely-worded form, the administrators at NWSC—Ms. Ilyas, Mr. Faheem, and Dr. M.T. AliNiazeem—have become increasingly more hostile towards me and have revoked access to information necessary to do my compliance job properly. I do not know what information was provided to the Council in the complaint response. Mr. Faheem told me the response would be shared internally

on a need-to-know basis. Therefore, I would like to raise the following points in response to Mr. Van Aelst's complaint.

**1. Mr. Van Aelst's concerns for the students formerly in the bachelor's degree programs are warranted.**

When I began working at NWSC, the college was pursuing accreditation from HLC and ACCSC at the same time it was dealing with the Show Cause Directive issued by ACICS. With the help of Spangehl Higher Education Associates, Dr. AliNiazee and Ms. Ilyas devised a plan to simultaneously hold the bachelor's degree programs out as closed to ACICS and active to HLC, ACCSC, and the students. They intended to convince ACICS that they had ceased all activity in the BS programs in order to get ACICS to drop the Show Cause, upon which they would voluntarily withdrawal accreditation from ACICS and drop all pretenses that the BS programs were shut down. They created numerous versions of marketing materials, college catalogs, and enrollment forms—some to comply with the ACICS Show Cause, others to promote the BS programs out of view of ACICS. Dr. AliNiazee and Ms. Ilyas were confident in their plan to skirt around the restrictions of the Show Cause. In meetings where I was in attendance, they spoke of students who were in the BS programs but had signed enrollment agreements for associate degrees. Although the enrollment agreements indicated they were associate-level students, other parts of our system referred to these students as BS-level. Dr. AliNiazee and Ms. Ilyas indicated the students would technically and officially enroll in the BS program after the Show Cause was lifted. These students referred to themselves as BS students, so it is unclear what NWSC told these AS students who believed they were earning BS degrees. After the continuation of the Show Cause was issued in April, the students who were officially enrolled in the BS program were told in an assembly that the program was suspended temporarily. As reported to me by multiple students at the assembly, Dr. AliNiazee reassured the students that NWSC would gain accreditation with HLC or ACCSC by the end of 2017 and that the whole issue stemmed not from any wrongdoing on NWSC's part, but from ACICS losing federal recognition. Ms. Ilyas tried to qualify Dr. AliNiazee's statements, but the end result was the students were confused. Both verbally and in writing, I encouraged full disclosure to all current students and prospective students, plus a notice published on the school website, per the Council's requirements. Dr. AliNiazee refused because he believed the students didn't have a right to know and would not understand anyway. Ms. Ilyas did not object to keeping the students predominately in the dark as to the status of their school and their degrees. The tension and stress among the students was noticeably heightened. Students began to discuss transferring or consulting attorneys, which angered Dr. AliNiazee, who said the students had betrayed him and that he—not the students—was the victim.

(Note: After months of my pushing for actual compliance, a small note was finally placed on the NWSC's website in early June disclosing the Show Cause. Dr. John Nichols III, Director of Admissions and Director of Liberal Arts, initially planned to refer to the Show Cause Directive as a "Show Case Award," presented in a manner to trick current and prospective students into thinking NWSC had won a prestigious title. Dr. AliNiazee liked this idea, though Ms. Ilyas did not let this dishonest plan go forward. After ACICS' onsite visit in June, NWSC placed a better disclosure on the website).

Dr. AliNiazee was concerned about the costs NWSC would incur with a programmatic teach-out for the students who had officially signed a BS enrollment agreement, so he handwrote notes saying the students were really in the AS program to be placed in each student's file. When Ms. Ilyas told Dr. AliNiazee there were electronic copies of the BS enrollment agreements, Dr. AliNiazee said he wanted to have these students sign AS enrollment agreements and get rid of the BS enrollment agreements. I insisted that he not do this and that he should not meet with the BS students. But Dr. AliNiazee did meet with the BS students and ordered them to sign new BS enrollment agreements and to destroy the original enrollment agreements. My understanding is some students refused to sign, but one student I spoke to said she felt she had no choice and was not allowed to even read the enrollment agreement or seek an explanation. She was forced into it. I looked at this student's file: her BS enrollment agreement had been replaced by an AS enrollment agreement. However, the form was not completely filled out. Ms. Ilyas and I told Dr. AliNiazee that the AS enrollments were not valid, which only angered him.

As the distress of the students increased, I pushed hard for a programmatic teach out, but Dr. AliNiazee would not commit to anything that would cost the school any money. Students who were just a few credit hours away from a BS were being offered an AS degree. They were automatically placed in the AS degree program with a concentration in pre-medicine, which requires 90 credit hours. The students were not happy with this solution. Dr. AliNiazee told the students not to worry, that they had received a good education. He could not grasp that the students were upset that they had essentially worthless credits. When I continued to advocate to take care of the students, Dr. AliNiazee sent Instructor Huda Husseini to speak to me. She reminded me that I work for the school, not the students—that NWSC owes nothing to these students, that they were trash and that no other school would take them. When I objected, she became escalated and literally made a crude and offensive gesture with her hand at me. I reported the incident immediately to Ms. Ilyas, who seemed more amused than concerned.

When Mr. Faheem started at NWSC at the end of June, I hoped he would help the students through a programmatic teach-out. Mr. Faheem told me he was too busy to look at teach-out options until mid-July. Subsequently, I have been cut out of any discussion or planning for how to help these BS students. Mr. Faheem said at a staff meeting that the extent of the help would be to encourage schools to take their transfer credits (which won't be helpful to the students who have nearly 120 credit hours completed). I overheard a BS student on the phone with Mr. Faheem in tears over her predicament. I inquired with Ms. Ilyas for an update on the teach-out plan, but neither she nor Mr. Faheem will give me any information.

I also have concerns over the BS students who graduated already—in 2016. I noticed several students who received their BS degrees in 12 months or a little more than 12 months. These students were taking 21 or more credit hours a trimester. They were also allowed to transfer in credits contrary to the published credit transfer policy—more credit hours were transferred in than were allowable and credits that should have been excluded under the policy because they were earned more than 10 years ago were transferred in. I saw transfer credits granted as 100 or 200-level courses for remedial 000-level classes taken at other colleges. Also, a couple of

students earned transfer credits for courses they took their final trimester at NWSC—so they were enrolled in classes at NWSC and a class at another college, which violated NWSC’s residency requirement. Perhaps there is a documented reason for this; however, I am not given access to any information that would allow me to verify the reason. To complicate matters more, one of these BS students who graduated in May 2016, Cho Win, was having an extramarital affair with her instructor, Huda Hussein. Ms. Hussein would not tell me when the affair started, but Ms. Win made comments that imply she was her lover while she was a student at NWSC and enrolled in Ms. Hussein’s courses. “The other students had no idea I was sleeping with the professor...I won big time!” Also, I saw financial records that indicated Cho Win received zakat scholarship when she wouldn’t have been eligible for the funds. People contributed to zakat fund with the belief it would go to a needy Muslim student. Ms. Win is not Muslim and neither are her parents, according to Ms. Win. There is no way for me to verify if she received this scholarship legitimately or if she used her relationship with Ms. Hussein to gain access to restricted funds. Please note, Ms. Hussein told me that she and Ms. Win planned to marry on July 11, 2017, shortly after Ms. Hussein’s divorce from her husband became final. She told me about the engagement and impending marriage because she did not know any other gay people besides me and (mistakenly) believed she needed someone to witness their wedding. While their relationship may be long term now, it began inappropriately and with an enormous imbalance of power. Ms. Win returns to campus regularly to be celebrated as a successful alumna. Would Ms. Win still have earned her BS degree in less than a year had she not been having a sexual relationship with the woman who taught many of her courses? Would she still have received a scholarship reserved for Muslim students when she is not Muslim had she not been having a sexual relationship with the woman who taught many of her courses?

I have brought up my concerns to her during the months I have worked with Ms. Ilyas. Her initial response would be to discuss her desire to quit NWSC and flee. Then she would request that I push hard on Dr. AliNiazee to get him to change his practices in order to save the school. She said Dr. AliNiazee would either fire me or threaten to fire me, but not to worry—she would reassure me she would give me a good reference if I got fired for encouraging the school to come into compliance. Without fail though, within a few days, she would invariably return to her position of covering up for Dr. AliNiazee. During a moment where she desired to quit and flee, she told me she had argued with Dr. AliNiazee before the BS programs were implemented because she knew they needed ACICS approval. She said she felt the comment Dr. AliNiazee relied on from the late doctor at ACICS was taken entirely out of context by Dr. AliNiazee. Starting the BS program without ACICS was a horribly miscalculated risk by Dr. AliNiazee and perpetuated by Ms. Ilyas’s attempts to cover up for Dr. AliNiazee. The students have suffered greatly for the dishonest and unethical actions of NWSC. I ask you to please hold NWSC accountable for their actions.

## **2. Mr. Van Aelst’s Accounting/Financial aid concerns**

I, too, overheard Dr. Nichols directing prospective students through the process of applying for financial aid in his capacity as Director of Admissions. I spoke to Ms. Ilyas of my concerns.

Also, many BS students were under the impression that they were to receive a full ride scholarship. They did not realize they had a balance until after they received a handwritten account statement from Dr. AliNiazee. When I questioned Dr. AliNiazee about why so many of the students were consistently saying they induced to come to NWSC based on his promise of a full ride, Dr. AliNiazee's answers were inconsistent and changed every 20 minutes or so about who promised to pay what. The financial award files looked tampered with or incomplete. No electronic copy exists for most financial documents. Prior to Shanna, the NWSC bookkeeper starting, ledgers were handwritten based on Dr. AliNiazee's recollection. There are inconsistencies among how much students paid. According to several students, when they asked Dr. AliNiazee for documentation of their scholarships, they report he said they would need to go off of his word. Now NWSC points to lack of documentation to indicate nothing was ever promised to the students. I did find a newsletter from NWSC to donors that indicated all pre-med students would be eligible to receive a full ride.

Prior to Shanna beginning at NWSC, the books were beyond messy. Ms. Ilyas and I raised our concerns to CFO Jim Murphy. Dr. AliNiazee instructed the previous bookkeeper to make changes to the books with no paper trail and no written documentation, which resulted in numerous mistakes. Dr. AliNiazee transferred money among the multiple NWSC accounts so haphazardly that it was difficult to trace. Restricted donations weren't properly accounted for. Dr. AliNiazee blindly transferred school funds into what he dubbed "the NWSC investment account" where Dr. AliNiazee purchased stock on a margin loan, which accumulated interest contrary to the mission of the school. Dr. AliNiazee made these transactions without knowledge or forethought—he would buy stock one day, only to turn around and sell it at a loss on the next business day. Dr. AliNiazee solicited donations for an endowment fund with promises to protect principal into perpetuity, but an endowment fund was never set up. The principal was never protected. While Dr. AliNiazee bought and sold stock in the investment account, NWSC was hurting for cash. Payroll was late because checks bounced, utilities cut off for nonpayment, campus ivy stopped processing due to nonpayment. There is not enough financial oversight into Dr. AliNiazee's financial decisions over the school.

Dr. AliNiazee wanted to place an apartment complex in Arizona into Taskin Educational Organization. He became aggressive and upset when he was told rent collected would not be substantially related to an exempt purpose to qualify for tax-exempt status and would likely be subject to the unrelated business income tax despite NWSC's 501(c)(3) status. His ire worried me, so I raised concerns to Ms. Ilyas when I noted Dr. AliNiazee's son (who is also on the Board of Directors for NWSC) co-owned the apartment complex and was involved in a civil fraud case. I was concerned NWSC might be being used to shield assets. Ms. Ilyas did nothing other than talk about her desire to quit NWSC. There is not enough financial oversight at NWSC to ensure Dr. AliNiazee is making the best financial decisions for the school. Currently, the school is operating without a CFO. When Mr. Murphy was the CFO, he could only spend a few hours a month in the role.

### **3. Library resources were falsely held out**

Dr. AliNiazee would tell people the school had CARLI, when the school had not even applied for CARLI and had no intention to submit the application because of the cost. Dr. AliNiazee said books are dead. I objected, but students were told they could get a library card from the Chicago library and use it at branch locations if they wanted books.

#### **4. Mr. Van Aelst's claims of a hostile work environment**

I assume Mr. Van Aelst's allegations of Dr. Nichols sexually harassing a receptionist was referring to Jennifer, a work study student. I also overheard Dr. Nichols pressure Jennifer for rides or the use of her car. Dr. Nichols would encourage Jennifer to leave with him while she was supposed to be working and the two were gone for several hours despite her unwillingness to leave. When Jennifer suddenly quit, I expressed my concerns to Ms. Ilyas, but Ms. Ilyas just focused on the fact that Jennifer was fired for not calling into work for two days in a row, not that she quit. Ms. Ilyas has a personal friendship with Dr. Nichols which I believe allows her to look the other way on many of his behaviors. For example, I told Ms. Ilyas that Dr. Nichols asked a prospective student to sit down on a couch with him, asked the female prospective student if she thought the couch was beautiful, and then asked if he could take her picture. The prospective student sounded uncomfortable and quickly began talking on her cell phone. Ms. Ilyas thought this was funny, but it was creepy and uncomfortable. Many people have quit over Dr. Nichols and his treatment. There have been times that I feared for my physical safety based on Dr. Nichols' eccentric and erratic manner. I have reported this to Ms. Ilyas, who has done nothing. I have also reported the reports I received from other people to Ms. Ilyas about Dr. Nichols' harassment and bullying, but again, she does nothing. When I told Mr. Faheem about problems with Dr. Nichols, Mr. Faheem told me they needed to keep him because he has a doctorate. True, NWSC has a miniscule team of administrators and faculty, but they are keeping Dr. Nichols on staff when Ms. Ilyas, Dr. AliNiazee, and Mr. Faheem know the depth of the problems with him. Dr. Nichols does follow the tone set at the top by Dr. AliNiazee. Dr. AliNiazee is constantly yelling at people about how they should be fired, how slow and dumb they are. Dr. AliNiazee yelled at me when I wouldn't draft a commercial lease for him that was unrelated to the college. NWSC is a hostile environment for the students and the staff alike.

I would like to note that not only is Ms. Ilyas comprised with her personal friendship with Dr. Nichols, I believe she is also held in check out of fear based on information Dr. Nichols has about Ms. Ilyas. In February of this year, Ms. Ilyas illegally procured street drugs in order to be able to stay up all night to meet an ACCSC deadline. She had a bad reaction to these drugs and became physically violent in her office late at night. She was screaming and throwing things at Dr. Nichols and the campus security officer at the time. Dr. Nichols tried to calm her down and took her to get food, but Ms. Ilyas's rage continued at a public restaurant. Dr. Nichols will bring up the incident when he is upset with Ms. Ilyas. I think this incident also exemplifies how poorly staffed NWSC is and how much work is unreasonably placed on Ms. Ilyas, to the point where she would risk her health and well-being in order to meet a deadline other colleges would have a full team working on. I have been told I was brought on full-time in the aftermath of that episode, when Ms. Ilyas told Dr. AliNiazee she could no longer work as many hours as he required.

**5. Document retention**

When I asked Ms. Ilyas where the files for denied and incomplete admissions were, she told me Dr. AliNiasee would just rip them up and there is no electronic copy of them.

**6. Mr. Van Aelst's concerns over drug testing**

I can verify Mr. Van Aelst's comment on Dr. AliNiasee's attempts to drug test non-Muslims with one correction. Dr. AliNiasee was trying to come up with ways to fire Dr. Nichols and Mr. Van Aelst. He wanted to retroactively apply a pre-employment drug screening on the two individuals. I pointed out the problems with that, so he said he would retroactively apply a pre-employment drug screening on everyone, but because of the cost he could vouch for certain people who he knew weren't on drugs. He listed only Muslims. When I pointed out the problems with drug testing only non-Muslims, he said he couldn't vouch for anyone other than the Muslims. I reported my concerns about this to Ms. Ilyas. She amused that Dr. AliNiasee thought she didn't take drugs, but beyond that, she liked the idea of drug testing and was certain Mr. Van Aelst's home-rolled cigarettes were really marijuana joints. Yes, Dr. AliNiasee wanted to drug test non-Muslims, but Dr. Nichols was an intended target of that scheme.

**7. Other concerns**

Despite my numerous attempts to bring NWSC into compliance with federal and state regulations, Dr. AliNiasee and Mr. Faheem have not implemented any changes. This includes violations of FLSA (non-exempt employees required to work overtime without extra compensation), Truth in Lending Act (installment plans do not have required disclosures and promissory notes were copied from someone's mortgage loan), Employment Eligibility (Form I-9s were not completed for years), Fair Credit Reporting Act violations—background checks on employees not FCRA compliant and the form indicates the background check is for student loan purposes only, etc.

I can also vouch that Dr. AliNiasee told me that he wanted to fire Mr. Van Aelst because he was too big of a risk for filing a complaint with accreditors regarding the ongoing workplace harassment. Ms. Ilyas also reported to me that Mr. Van Aelst was fired because they were concerned he was going to complain or file a law suit.

Sadly, this is just scratching the surface of the unethical and dishonest actions that is business as usual at NWSC. For the sake of time, I will submit this letter as is, but I can provide much more detail and events. I would like to know the students at NWSC will be taken care of after how greatly they have been misled.

I can be reached at 630-808-6717. My email is [clairewloretz@gmail.com](mailto:clairewloretz@gmail.com)

Thanks,

Claire Westenhaver-Loretz  
Compliance Representative at Northwest Suburban College



August 9, 2017

ID Code 00135778(MC)

**VIA E-MAIL AND CERTIFIED MAIL**

*admin@nWSC.edu*

Dr. Mohammed AliNiazee  
President  
Northwest Suburban College  
5999 S. New Wilke Rd., Bldg #400  
Rolling Meadows, IL 60008

**Subject: Withdrawal of Accreditation by Suspension Action**

Dear Dr. AliNiazee:

At its August 2017 meeting, the Council considered the institution's response to the report of a quality assurance visit conducted to the institution, the continued show-cause directive outlined in its letter dated April 11, 2017, and the institution's response to an extensive complaint filed by its former librarian.

On February 28, 2017, the institution was directed to show-cause why its accreditation should not be withdrawn when the Council received information from the Illinois Board of Higher Education that the institution had been offering bachelor's degree programs without approval from ACICS.

This directive was continued to the Council's April 2017 meeting, and the institution was directed to immediately cease any bachelor's degree activities. In its follow-up response to the Council, dated April 26, 2017, the institution provided documentation and assurance that all academic activities in the bachelor's degree programs in biology and chemistry had indeed ended. Subsequent to that submission, the institution also informed ACICS that it will not be pursuing a renewal of accreditation with ACICS, and instead, will let its grant expire on December 31, 2017. A limited-announced quality assurance visit was conducted on June 6-7, 2017, to determine if the institution had come into compliance with the show-cause directive as well as to ensure ongoing compliance with all Council standards through the expiration of its grant of accreditation. The visit resulted in 15 findings, one of which was the determination that academic activity had not ceased in the unapproved bachelor's degree programs.

While the institution was able to provide documentation that addressed four (4) of the team's findings, the Council found the following based on the *Accreditation Criteria*:

1. The 2017-2018 Campus Effectiveness Plan does not include any reference as to how data have been collected, utilized, or analyzed at either the institutional or programmatic level

for any of the required elements (Section 3-1-111). The institution submitted a current Plan as a revision to the 2013-2014 Plan provided to the team during the visit. The ongoing expectation of ACICS is that the CEP is evaluated at least annually and that it remains current; with a 2013-2014 Plan, it is evident that the institution has not maintained this expectation. Further, the current plan does include baseline data and goals for each outcome, how the data *will be* used to assess each outcome, and an explanation of how the data *will be* used to improve the educational processes; but it does not include any analysis of previous performance and its correlation to future educational goals. Further, the institution did not provide any documentation that the CEP has been fully implemented, that specific activities have been implemented, or that periodic progress reports were completed at least twice during the past academic year (Section 3-1-112). Further, while the plan does list the names and titles of the CEP planning committee, no meeting minutes were provided with signatures and dates, nor was there any explanation of the specific duties of each committee member.

2. Emphasis is not placed upon the efficiency and effectiveness of the overall administration of the institution (Sections 3-1-202 and 3-1-202(a)). In response to the finding, the institution submitted narrative attempting to explain why students were enrolled in a 300-level course during the visit in June 2017, when they had received a show-cause directive in April 2017 that specified all academic activities related to a bachelor's degree must cease. While some institutional narrative accepted blame for the error, other sections of the narrative blamed former ACICS employees for the error. The team report specifically mentioned concern with the integrity of Ms. Shazia Ilyas, associate dean of academic and student affairs, yet the institution did not provide any type of employee evaluation or job assessment for her. Further, the institution submitted an organizational chart with a number of vacant positions labeled as "To Be Announced" with no indication as to when the positions would be filled or by whom. Finally, the institution submitted a job posting on Indeed.com for an admissions representative dated July 7, 2017, with no evidence anyone had actually been interviewed, hired, and/or trained.
3. There is no evidence that the institution has implemented appropriate grievance procedures for considering student complaints (Section 3-1-202(d)). During the visit, students interviewed stated they never received an institutional catalog and, therefore, knew nothing about institutional grievance policies. The institution submitted documentation of a flyer announcing how students can download the institutional catalog; a 2017-2018 school catalog with grievance policies on pages 44-48; a blank grievance form (to be completed by a school representative); a copy of a letter from Mr. Mohammed Faheem, vice president and chief operating officer, to all students and staff about the institutional grievance policy and student complaints; minutes from a Student Success & Retention committee, which addressed institutional grievance policies; a job posting for a new admissions representative; and a blank Code of Conduct form to be completed by all admissions department personnel. However, the Student Success & Retention committee meeting minutes did not include signatures of attendees; no

documentation was provided that any new admissions staff has been hired; and no documentation was provided that any existing or newly-hired admissions personnel has completed and signed the Code of Conduct for all admissions personnel.

4. Admissions policies are not being followed as written (Section 3-1-411). As previously mentioned, students interviewed during the team visit stated they never received an institutional catalog, and they also never attended a new student orientation. In its response, the institution submitted a copy of a blank enrollment agreement that has been revised to reflect students' acknowledgement of institutional policies and procedures. The institution also stated the former admissions director is being transitioned out of his current role, and also provided a schedule of upcoming orientation sessions for both degree and certificate students. While all submissions reflect what is to be done in the future, no documentation was provided to indicate any implementation of the changes.
5. The institution does not provide evidence that it systematically monitors and evaluates its recruitment activities (Section 3-1-412(a)). Again, the institution responded that the current admissions director is being transitioned out of the department, but no evidence of a new admissions director was provided. Further, the institution did not submit a plan for the systematic monitoring of recruitment activities other than a suggestion (in narrative) that the newly hired director of admissions will conduct such training.
6. There is no evidence that the individual designated to administer student financial aid is competent to serve in that role (Section 3-1-434(a)). In response to this finding, the institution submitted a campus bulletin, naming Dr. Gayathree Raman as the new on-site financial aid representative. However, the institution did not submit a signed job description for Dr. Raman, an updated ACICS Data Sheet, any type of written correspondence from a school administrator to all students and staff with the news of Dr. Raman's new responsibilities, or evidence of his completed training.
7. Employment assistance and career service advisement are not provided for all students (Section 3-1-441). The institution responded that they will be recruiting an advising and career services representative who will be responsible for employment assistance to both degree and certificate students. However, no evidence was submitted of a new hire with a signed job description, ACICS Data Sheet, or résumé.
8. Follow-up studies on graduate satisfaction are not conducted at specific measuring points following placement of the graduate (Section 3-1-441(c)). The institution submitted a copy of a blank alumni survey and a blank employer survey with a plan as to how they will utilize the surveys in the future. However, no completed surveys were included in the submission with any type of analysis or summary of survey results.
9. The institution does not provide sufficient evidence to document attendance at faculty meetings (Section 3-1-544). The institution provided minutes with signatures for one

meeting since the team visit. The title on the signature sheet of the meeting was “NWSC Staff Meeting Sign-In.” The meeting was conducted on June 28, 2017, and lasted for 15 minutes. A careful review of meeting minutes revealed that no meeting items were dedicated to academics or curriculum.

10. The institution does not provide student achievement information to the public (Section 3-1-704 and Appendix C). The institution responded that all public information about the college can be found within the National Center for Educational Statistics (NCES) website. However, the institution further explained that due to a “lag” in NCES posting of data, there was no data listed for the institution on this website in all actuality. The institution predicted this would be remedied at some point in 2017 or 2018. Further, while the institution has added a new link to their own website entitled Student Achievement Information, only programmatic retention and graduation rates for the allied health certificate programs are displayed. No information is listed for the associate’s degree program in biology, and there are no placement statistics listed for any of the four institutional programs. Further, the information that is provided does not match the retention rates reported on the 2016 Campus Accountability Report (CAR).
11. The institution does not have a professionally trained individual to manage the library resources (Section 3-4-401). In the response to the finding, the institution submitted a copy of a signed agreement, dated June 19, 2017, between the institution’s president, Dr. M. T. AliNiazee, and The Virtual Librarian Service. The consultant for the Virtual Librarian Service, as named in the agreement, is Dr. Melody Hainsworth, whose signature is on the contract. The agreement states that Dr. Hainsworth and her professional librarians will develop appropriate and adequate library resources for the academic programs, provide library reference service, be responsible for written accreditation reports regarding the library, and provide asynchronous seven-day library reference service by e-mail, or web meetings, to all students, administrators, and staff. The institution’s response explained that the Virtual Library Services will be attainable by students 24 hours a day, 7 days a week through a Moodle interface, to which every student has access. The institution did not provide a signed job description, an ACICS data sheet, résumé, or academic transcripts for Dr. Melody Hainsworth or any other of the aforementioned professional librarians. Moreover, because the proposed library services are provided through an online-only format, the institution still does not have a professionally trained individual on site who is assigned to oversee and supervise the library and to assist students.

Additionally, the Council also considered a substantive complaint received from the institution’s former librarian, the institution’s response to the complaint, and additional information received from other institutional representatives. Allegations of misrepresentation of the bachelor’s degree program offerings to students and ACICS, mishandling of refunds, and inappropriate disclosures, among others, were not sufficiently refuted by the institution but rather affirmed by other representatives who independently contacted ACICS.

### **Council Action**

Therefore, the Council acted to **withdraw the institution's accreditation by suspension**. In addition to the institution's failure to demonstrate ongoing compliance with the *Accreditation Criteria*, the Council considered its blatant disregard for the Council's directive and subsequent questionable ethics in reporting its compliance as it relates to the bachelor's degree programs, and its inability to satisfactorily refute the substantive allegations identified by the former librarian.

The institution has the right to appeal this decision to the Review Board of Appeals. The Council must be notified, in writing, within ten (10) business days of receipt of this notice if the institution desires to appeal this decision to the Review Board. The appeal notification must include payment in the amount of \$10,000. The Council's decision is final if the appeal notice and appropriate fee are not provided within the ten business days of your receipt of this notice. If the institution elects to appeal this action to the Review Board and remits the appropriate fee by the established deadline, then the institution will remain accredited through the length of the appeal, and more detailed appeal procedures and information will be forwarded to the institution.

If the institution elects not to appeal this action, the institution must submit any comments regarding this decision to the Council office within two weeks of the date of this letter. Should the institution choose to submit any comments, these comments will be included in the summary detailing the reasons for the Council's decision that will be made available to the U.S. Secretary of Education, the appropriate State licensing or authorizing agency, and the public through [www.acics.org](http://www.acics.org).

### **Institutional Teach-Out Plan**

Further, to ensure that students will receive an appropriate outcome in the event of campus closure, the campus must provide the Council with an Institutional Teach-out Plan, utilizing the **online Request for Institutional Teach-out Plan application** in the Member Center. This Institutional Teach-out Plan must be completed as part of the institution's intent to appeal the withdrawal by suspension action.

The Council expects that the institution will take the appropriate steps to assist its students through any transition to successfully complete their programs in an orderly manner. The institution is advised that Section 2-3-900 of the *ACICS Accreditation Criteria* stipulates that the Council may bar any person or entity from being an owner or senior manager of an ACICS-accredited institution if that person or entity was an owner or manager of an institution that loses its accreditation as a result of a denial or suspension action or that closes without providing a teach-out or refunds to students matriculated at that time of closure.

Dr. Mohammed AliNiazee

August 9, 2017

Page 6 of 6

Please contact Ms. Katie Morrison at [kmorrison@acics.org](mailto:kmorrison@acics.org) or (202) 336-6783 if you have any questions.

Sincerely,

(b)(6)

Michelle Edwards  
President

- c: Ms. Shazia Ilyas, Associate Dean of Academic and Student Affairs, Northwest Suburban College ([silyas@nwsc.edu](mailto:silyas@nwsc.edu))
- Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education ([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))
- Mr. Douglas Parrott, US Department of Education, Chicago/Denver School Participation Team – Regions V & VII ([douglas.parrott@ed.gov](mailto:douglas.parrott@ed.gov))
- Dr. Daniel Cullen, Deputy Director for Academic Affairs, Illinois Board of Higher Education ([cullen@ibhe.org](mailto:cullen@ibhe.org))

**Case Name:** *In the Matter of Accrediting Council for Independent Colleges and Schools*

**Docket No.:** 16-44-O

**Filing Party:** Respondent, Accrediting Council for Independent Colleges and Schools

**Exhibit No.:** B-O-177

**From:** [Bennett, Ron](#)  
**To:** [Katie Morrison](#)  
**Cc:** [Michelle Edwards](#); [Perliter Walters-Gilliam](#)  
**Subject:** Re: Trumbull Business College - Possible Title IV Compliance Issue  
**Date:** Friday, September 01, 2017 7:00:50 AM  
**Attachments:** [image001.png](#)

---

Katie,

Thank you for providing us this information. We will have the appropriate school participation division look into this matter.

Ron Bennett, Director  
School Eligibility Service Group  
Program Compliance  
Federal Student Aid  
202-377-3181

On Aug 25, 2017, at 5:45 PM, Katie Morrison <[kmorrison@acics.org](mailto:kmorrison@acics.org)> wrote:

Dear Mr. Bennett:

On behalf of Ms. Michelle Edwards, ACICS President, please find attached information about the aforementioned institution which ACICS has reason to believe may have failed to meet its Title IV program responsibilities, or which may have engaged in fraud or abuse. We are available to provide any additional information that you may need.

Thank you.

**Katie Morrison**  
Senior Coordinator, Accreditation Compliance  
**Accrediting Council for Independent Colleges and Schools**  
750 First Street, NE | Suite 980 | Washington, DC 20002  
[www.acics.org](http://www.acics.org) | 202.336.6783 - p | 202.842.2593 - f

<!--[if !vml]--><img alt="image001.png" data-bbox="284 668 408 681"/><!--[endif]-->

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<Trumbull Business College Title IV Issue - Letter to USDE.pdf>



August 25, 2017

**VIA EMAIL ONLY**

*Ron.Bennett@ed.gov*

Mr. Ron Bennett  
School Eligibility Service Director  
Program Compliance  
830 First Street NE, Room 73D1  
Washington, DC 20002

**Subject: Possible Title IV Compliance Issue – Trumbull Business College**

Dear Mr. Bennett:

Following its communication of a debarment review to Ms. Kimberly Straniak, the Council was advised of a possible abuse and misuse of Title IV by the owners of Trumbull Business College. See enclosure for the e-mail response from Ms. Straniak to ACICS staff.

For your information, the owners, Mr. Dennis J. Griffith and Dr. Candice Griffith, were both debarred for five (5) years each, as a result of their failure to appropriately close Trumbull Business College and provide opportunities for the students to complete their programs of study elsewhere. See enclosure for copies of the intent to bar and final debarment actions.

Accordingly, this notification is being sent to the U.S. Department of Education consistent with the findings addressed herein and responsive to Appendix G of the ACICS *Accreditation Criteria*, which specifies such action being taken when the Council has reason to believe there is evidence of an institution's failure to comply with its Title IV responsibilities, even after its closure.

Respectfully,

(b)(6)

Michelle Edwards  
President

Enclosure

**From:** [Kimberly Straniak](#)  
**To:** [Katie Morrison](#)  
**Subject:** Fwd: ACICS Vacate Intent to Bar Notice - Kimberly Straniak (Trumbull Business College)  
**Date:** Thursday, August 10, 2017 2:19:28 PM  
**Attachments:** [image001.png](#)  
[Vacate Intent to Bar Notice - Kimberly Straniak - TBC.pdf](#)

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Katie,

Thank you for keeping me informed. Relieved that this issue has been resolved. I only wish that someone, some agency, would look into the red flags that the owners, DJ and Candi Griffith have raised... a "scam" (their description) where money owed back to the college was never received resulting in insufficient funds to operate the college and why, after the announcement of the closure, certain staff members were instructed to adjust a massive number of student accounts to show balances that had been previously been charged off or settlements had previously been agreed upon, even deceased students/grads.

Kim Straniak

----- Forwarded message -----

From: Katie Morrison <[kmorrison@acics.org](mailto:kmorrison@acics.org)>  
Date: Wed, Aug 9, 2017 at 1:26 PM  
Subject: ACICS Vacate Intent to Bar Notice - Kimberly Straniak (Trumbull Business College)  
To: Kimberly Straniak <[kstraniak@gmail.com](mailto:kstraniak@gmail.com)>  
CC: [aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov) <[aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov)>, [smccann@regents.state.oh.us](mailto:smccann@regents.state.oh.us) <[smccann@regents.state.oh.us](mailto:smccann@regents.state.oh.us)>, [john.ware@scr.state.oh.us](mailto:john.ware@scr.state.oh.us) <[john.ware@scr.state.oh.us](mailto:john.ware@scr.state.oh.us)> ,

August 9, 2017

VIA E-MAIL

AUGUST 2017 COUNCIL ACTION LETTER

Attached is a Council action letter with the results of the August 2017 Council meeting. Please keep this letter in your records, as we will not be sending a hard copy. The Council will retain a copy of the letter for its files. If you have any questions, please contact me at [kmorrison@acics.org](mailto:kmorrison@acics.org) or the number listed below.

Thank you.

Katie Morrison

Senior Coordinator, Accreditation Compliance

**Accrediting Council for Independent Colleges and Schools**

750 First Street, NE | Suite 980 | Washington, DC 20002

[www.acics.org](http://www.acics.org) | 202.336.6783 - p | 202.842.2593 - f

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June 2, 2017 \*\*REVISED June 14, 2017\*\*

**VIA E-MAIL ONLY**

*griffpuppy@aol.com*

Mr. Dennis J. Griffith  
President  
Trumbull Business College  
3200 Ridge Road  
Warren, OH 44484

**Subject: Intent to Bar Notice**

Dear Mr. Griffith:

On March 9, 2017, ACICS prompted Trumbull Business College (ID Code 00010514) to submit a Campus Closure Application immediately, having seen a notice of upcoming closure on the institution's website, but not yet received such application. Following receipt of the application with its required documents, ACICS acknowledged the March 21, 2017, closure but noted that the institution had not provided evidence of its efforts to secure teach-out agreements with other institutions or provide refunds for its students.

According to ACICS' records, you were the president, as well as a 70 percent shareholder, of the institution at the time of its closure. Pursuant to Section 2-2-300, "[i]n all instances of termination of activity at either main or nonmain campuses, ACICS must be assured that provision is made for presently enrolled students to complete the program of instruction for which they have enrolled, either at that institution or at another acceptable institution." In cases where campuses do not comply with this provision, the Council may, pursuant to Section 2-3-900, bar a person from being an owner, senior administrator, or governing board member of an ACICS-accredited institution.

While the Council acknowledges that the institution provided some options for students by inviting three other institutions to visit its campus to be available to students who might have questions about transferring, Trumbull Business College did not meet Section 2-2-300 of the *Accreditation Criteria* because it did not assure ACICS, with evidence, that provision was made for enrolled students to complete the program of study for which they enrolled.

The institution did not have teach-out agreements with other institutions. When asked, via e-mail, for an updated audit of students to indicate which students graduated, withdrew, were refunded, and what institution students would be continuing at if they hadn't yet completed their programs, the institution identified five students who had graduated but noted that it did not have a list of where the students chose to attend, only some personal knowledge of what institution

Mr. Dennis J. Griffith

June 14, 2017

Page 2

two enrolled students were headed to. Hence, the institution is also not tracking where students transferred to, if they were able to do so, to ensure that they are able to complete their programs of study. ACICS also inquired as to whether refunds would be rewarded to the students, as an alternative, but received no information on the matter.

### **Council Action**

Therefore, the Council has acted to issue an *Intent to Bar Notice* to you, Mr. Dennis J. Griffith, for five (5) years through December 31, 2022.

As per Section 2-3-900 of the *Accreditation Criteria*, you are entitled to present information and materials, in writing or in person, to appeal the intent to bar at the Council's next scheduled meeting. If you intend to appeal this *Intent to Bar Notice*, you must notify the Council, in writing, within ten (10) business days of initial receipt of this notice and remit the appropriate hearing fee, according to the [ACICS Schedule of Fees](#). Upon receipt of your intent to appeal notification with the fee, additional information concerning the proceedings will be forwarded to your attention.

If you choose not to appeal this *Intent to Bar Notice*, then the Council's decision for debarment is final, and no additional appeal rights are available under these procedures. All final debarment actions will be published on the ACICS website.

This *Intent to Bar Notice* was previously e-mailed to you at [djgriffith@trumbull.edu](mailto:djgriffith@trumbull.edu) on June 2, 2017, but was returned with a notification that the message could not be delivered to that e-mail address.

If you have any questions, please contact Ms. Katie Morrison, Senior Coordinator, Accreditation Compliance, at [kmorrison@acics.org](mailto:kmorrison@acics.org).

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))  
Mr. John Ware, Ohio State Board of Career Colleges and Schools  
([john.ware@scr.state.oh.us](mailto:john.ware@scr.state.oh.us))  
Ms. Stephanie McCann, Ohio Board of Regents ([smccann@regents.state.oh.us](mailto:smccann@regents.state.oh.us))  
Ms. Perliter Walters-Gilliam, Vice President - Accreditation ([pwgilliam@acics.org](mailto:pwgilliam@acics.org))



July 30, 2017

**VIA E-MAIL AND CERTIFIED MAIL**

(b)(6)

Mr. Dennis J. Griffith  
President  
Trumbull Business College  
3200 Ridge Road  
Warren, OH 44484

**Subject: Debarment Notice – Five Years**

Dear Mr. Griffith:

On March 21, 2017, Trumbull Business College closed without assuring ACICS that provision had been made for all enrolled students to complete the program of study for which they enrolled. Hence, pursuant to Section 2-3-900 of the *Accreditation Criteria*, the Council, in its June 14, 2017, letter, notified you of its intent to bar you from being an owner, senior administrator, or governing board member of an ACICS-accredited institution for five (5) years.

As a result of this *Intent to Bar Notice*, you were entitled to present information and materials to appeal this decision at the Council's next scheduled meeting, if you informed the Council's office of your desire to appeal the *Intent to Bar* within ten (10) business days of original receipt of the notice. The notice was e-mailed to you at your Trumbull Business College e-mail address on June 2, 2017, and was returned with a delivery error; the notice was then re-sent to you at the noted e-mail address on June 14, 2017, with no delivery error. In addition, the printed *Intent to Bar Notice* was mailed to the institution's address on June 2, 2017, and delivered to the Warren, Ohio post office on June 9, 2017. Dr. Candice Griffith, your institution's co-owner and your family member, signed for the certified mail and acknowledged receipt of the mailed notice on June 14, 2017, according to an e-mail communication from her. However, according to our records, you have not provided a notification of your desire to appeal the *Intent to Bar*, and have exhausted your right to appeal the *Intent to Bar* action.

Therefore, the Council's decision is final and you are debarred from being an owner, senior administrator, or governing board member of an ACICS-accredited institution for a period of five (5) years through December 31, 2022. No additional appeal rights are available.

The final debarment action will be published on the ACICS website. If you have any questions, please contact Ms. Katie Morrison at [kmorrison@acics.org](mailto:kmorrison@acics.org).

Mr. Dennis Griffith

July 30, 2017

Page 2 of 2

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)  
Mr. John Ware, Ohio State Board of Career Colleges and Schools  
(john.ware@scr.state.oh.us)  
Ms. Stephanie McCann, Ohio Board of Regents (smccann@regents.state.oh.us)  
Ms. Perliter Walters-Gilliam, Vice President - Accreditation (pwgilliam@acics.org)



June 2, 2017 \*\*REVISED June 13, 2017\*\*

**VIA E-MAIL ONLY**

(b)(6)

Dr. Candice Griffith  
Vice President / Director of Education  
Trumbull Business College  
3200 Ridge Road  
Warren, OH 44484

**Subject: Intent to Bar Notice**

Dear Dr. Griffith:

On March 9, 2017, ACICS prompted Trumbull Business College (ID Code 00010514) to submit a Campus Closure Application immediately, having seen a notice of upcoming closure on the institution's website, but not yet received such application. Following receipt of the application with its required documents, ACICS acknowledged the March 21, 2017, closure but noted that the institution had not provided evidence of its efforts to secure teach-out agreements with other institutions or provide refunds for its students.

According to ACICS' records, you were the vice president and director of education, as well as a 30 percent shareholder, of the institution at the time of its closure. Pursuant to Section 2-2-300, "[i]n all instances of termination of activity at either main or nonmain campuses, ACICS must be assured that provision is made for presently enrolled students to complete the program of instruction for which they have enrolled, either at that institution or at another acceptable institution." In cases where campuses do not comply with this provision, the Council may, pursuant to Section 2-3-900, bar a person from being an owner, senior administrator, or governing board member of an ACICS-accredited institution.

While the Council acknowledges that the institution provided some options for students by inviting three other institutions to visit its campus to be available to students who might have questions about transferring, Trumbull Business College did not meet Section 2-2-300 of the *Accreditation Criteria* because it did not assure ACICS, with evidence, that provision was made for enrolled students to complete the program of study for which they enrolled.

The institution did not have teach-out agreements with other institutions. When asked, via e-mail, for an updated audit of students to indicate which students graduated, withdrew, were refunded, and what institution students would be continuing at if they hadn't yet completed their programs, you identified five students who had graduated but noted that you did not have a list of where the students chose to attend, only some personal knowledge of what institution two

Dr. Candice Griffith

June 13, 2017

Page 2

enrolled students were headed to. Hence, the institution is also not tracking where students transferred to, if they were able to do so, to ensure that they are able to complete their programs of study. ACICS also inquired as to whether refunds would be rewarded to the students, as an alternative, but received no information on the matter.

### **Council Action**

Therefore, the Council has acted to issue an *Intent to Bar Notice* to you, Dr. Candice Griffith, for five (5) years through December 31, 2022.

As per Section 2-3-900 of the *Accreditation Criteria*, you are entitled to present information and materials, in writing or in person, to appeal the intent to bar at the Council's next scheduled meeting. If you intend to appeal this *Intent to Bar Notice*, you must notify the Council, in writing, within ten (10) business days of initial receipt of this notice and remit the appropriate hearing fee, according to the [ACICS Schedule of Fees](#). Upon receipt of your intent to appeal notification with the fee, additional information concerning the proceedings will be forwarded to your attention.

If you choose not to appeal this *Intent to Bar Notice*, then the Council's decision for debarment is final, and no additional appeal rights are available under these procedures. All final debarment actions will be published on the ACICS website.

This *Intent to Bar Notice* was previously e-mailed to you at [cgriffith@trumbull.edu](mailto:cgriffith@trumbull.edu) on June 2, 2017, but was returned with a notification that the message could not be delivered to that e-mail address.

If you have any questions, please contact Ms. Katie Morrison, Senior Coordinator, Accreditation Compliance, at [kmorrison@acics.org](mailto:kmorrison@acics.org).

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
([aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov))
- Mr. John Ware, Ohio State Board of Career Colleges and Schools  
([john.ware@scr.state.oh.us](mailto:john.ware@scr.state.oh.us))
- Ms. Stephanie McCann, Ohio Board of Regents ([smccann@regents.state.oh.us](mailto:smccann@regents.state.oh.us))
- Ms. Perliter Walters-Gilliam, Vice President - Accreditation ([pwgilliam@acics.org](mailto:pwgilliam@acics.org))



July 30, 2017

**VIA E-MAIL AND CERTIFIED MAIL**

(b)(6)

Dr. Candice Griffith  
Vice President / Director of Education  
Trumbull Business College  
3200 Ridge Road  
Warren, OH 44484

**Subject: Debarment Notice – Five Years**

Dear Dr. Griffith:

On March 21, 2017, Trumbull Business College closed without assuring ACICS that provision had been made for all enrolled students to complete the program of study for which they enrolled. Hence, pursuant to Section 2-3-900 of the *Accreditation Criteria*, the Council, in its June 13, 2017, letter, notified you of its intent to bar you from being an owner, senior administrator, or governing board member of an ACICS-accredited institution for five (5) years.

As a result of this *Intent to Bar Notice*, you were entitled to present information and materials to appeal this decision at the Council's next scheduled meeting, if you informed the Council's office of your desire to appeal the *Intent to Bar* within ten (10) business days of original receipt of the notice. On June 14, 2017, you responded to the e-mailed notice of *Intent to Bar*, summarizing some events and the communications with ACICS leading up to the closure, and provided the name of the institution to which a few additional students transferred to, though many students remained unaccounted for. On June 22, 2017, you e-mailed the same list of students to ACICS, updated with information for two additional students. On both occasions, ACICS replied to the communications, stating that if you would like to appeal the *Intent to Bar* issued to you, you must indicate your intent in writing, as was noted in the *Intent to Bar Notice*. However, you did not provide such notification and have exhausted your right to appeal the *Intent to Bar* action.

Therefore, the Council's decision is final and you are debarred from being an owner, senior administrator, or governing board member of an ACICS-accredited institution for a period of five (5) years through December 31, 2022. No additional appeal rights are available.

The final debarment action will be published on the ACICS website. If you have any questions, please contact Ms. Katie Morrison at [kmorrison@acics.org](mailto:kmorrison@acics.org).

Dr. Candice Griffith

July 30, 2017

Page 2

Sincerely,

(b)(6)

Roger J. Williams

Interim President

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education  
(aslrecordsmanager@ed.gov)
- Mr. John Ware, Ohio State Board of Career Colleges and Schools  
(john.ware@scr.state.oh.us)
- Ms. Stephanie McCann, Ohio Board of Regents (smccann@regents.state.oh.us)
- Ms. Perliter Walters-Gilliam, Vice President - Accreditation (pwgilliam@acics.org)

**Case Name:** *In the Matter of Accrediting Council for Independent Colleges and Schools*

**Docket No.:** 16-44-O

**Filing Party:** Respondent, Accrediting Council for Independent Colleges and Schools

**Exhibit No.:** B-O-178



April 18, 2018

**Sent Via Email Only**

Mr. Ernie Kinneer  
Accountant  
Multi-Regional and Foreign School Participation Division  
U.S. Department of Education  
[ernest.kinneer@ed.gov](mailto:ernest.kinneer@ed.gov)

Dear Mr. Kinneer:

Regarding the U.S. Department of Education's program review at the corporate offices of Florida Career College, which is a multi-campus institution with a main campus in Miami, Florida and ten (10) branch campuses in Florida and Texas, find below responses to your questions.

**1. Does the agency have any reviews planned or in process at this institution?**

The institution will be hosting full onsite evaluation visits, at the main and ten (10) branch campuses, as part of its application for renewal of accreditation during the Fall 2018 review cycle (September/October). Additionally, the Council has directed unannounced visits to a sample of campuses to evaluate record-keeping practices as a result of the Council's review of the denial action by the Department of Veterans Affairs. These visits will take place within the next four to six weeks.

**2. Has the agency imposed any monitoring actions at the institution?**

The institution has been directed to show-cause why the approval of its Houston, Texas, branch campus should not be withdrawn because of below-standard placement outcomes of 55% reported on the most recent Campus Accountability Report. Additionally, the Lauderdale Lakes campus was placed on compliance warning for its campus-level placement outcome of 58%.

**3. Does the agency require the institution to take attendance?**

ACICS does not require an institution to take attendance, unless it is the institution's policy and thoroughly described in its catalog. If the state in which the institution operates requires that attendance be taken, the institution must comply with state regulations even though ACICS does not have a policy requiring attendance.

**4. Does the agency mandate a minimum number of hours that the student must complete to be eligible to graduate or test for a license?**

ACICS requires institutions to provide the preparation necessary for students to successfully complete licensure examinations, if licensure is required to obtain employment in the field in the state in which the institution is located. If that licensing agency requires a minimum number of hours to test, then ACICS would require that the program provide those hours, at a minimum. [Include the criteria that discusses minimum number of hours/credits for each degree level that are required to graduate.] Criteria 3-3-202, 3-4-202, 3-5-202, and 3-6-403 specify the minimum number of credits required for occupational associate's, academic associate's, bachelor's, and master's degrees, respectively.

**5. Does the agency have any requirements to policies on excused absences? If so, what are the policies?**

Although ACICS has no specific requirements on excused absences, if an institution does have such a policy, it must be published and followed as written.

**6. Does the agency mandate a specific refund policy? If so, what is that policy?**

In accordance with Section 3-1-433 of the *Accreditation Criteria*:

“The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution’s catalog. Specific federal or state policies may apply.”

Hence, while a specific policy is not mandated, the expectation is that it complies with federal and state requirements, while being fair and equitable.

**7. Any specific information related to the institution’s ability to meet Title IV, HEA administrative capability/financial responsibility standards?**

Based on the Council’s most recent review of institutions’ administrative and financial stability performance at its December 2017 meeting, there are no issues or problems identified concerning this institution’s ability to meet administrative/fiscal responsibility standards.

**8. Has the agency recently received any student or staff complaints for this institution?**

ACICS is currently reviewing complaints from four students at the Pembroke Pines campus concerning the HESI exam component in the Nursing program, which will be incorporated into an unannounced visit scheduled for this campus and two others (Miami and Jacksonville) as noted in item #1.

Mr. Ernie Kinneer

April 18, 2018

Page 3 of 3

**9. Does the agency have any requirements/limitations on Distance Education?**

The institution is no longer approved to offer distance education. Following its application and subsequent approval to offer distance education, the institution surrendered its approval to offer this modality in September 2014.

Please let me know if you need additional information.

Sincerely,

(b)(6)

Michelle Edwards  
President and CEO



January 19, 2017

Ms. Shari Mecca  
Case Manager  
Multi-Regional and Foreign School Participation Division  
Program Compliance  
Federal Student Aid  
U.S. Department of Education

Dear Ms. Mecca:

Regarding the U.S. Department of Education's program reviews at Berks Technical Institute, McCann School of Business and Technology, and Tucson College, please find below responses to your questions.

The McCann School of Business and Technology institution includes one main and 13 branches as follows:

McCann School of Business and Technology – Pottsville, PA (main)  
McCann School of Business and Technology – Carlisle, PA  
McCann School of Business and Technology – Hazle Township, PA  
McCann School of Business and Technology – Lewisburg, PA  
McCann School of Business and Technology, Dickson City, PA  
McCann School of Business and Technology, Wilkes Barre, PA  
Miller-Motte Technical College, Macon, GA  
Miller-Motte Technical College, Gulfport, MS  
Miami-Jacobs Career College, Columbus, OH  
Miami -Jacobs Career College, Dayton, OH  
Miami -Jacobs Career College, Independence, OH  
Miami -Jacobs Career College, Dayton, OH  
Miami -Jacobs Career College, Springboro, OH  
Miami -Jacobs Career College, Troy, OH

For your information, ACICS has been notified that the following institutions will be closing:

ACICS ID 00029269 (closing May 31, 2018)  
McCann School of Business and Technology  
346 York Road  
Carlisle, PA 17013

Ms. Shari Mecca  
Case Manager

ACICS ID 00020097 (closing May 31, 2018)  
McCann School of Business and Technology  
Dickson City, PA 18519

ACICS ID 00012392 (closing June 30, 2017)  
Tucson College  
Tucson, AZ

**1. Is ACICS imposing any monitoring actions on the school? If so, could you provide us with documentation outlining the nature of the monitoring action?**

Delta Career Education Corporation, the parent corporation of Berks Technical College, Wyomissing, PA, McCann School of Business and Technology, Pottsville, PA, and Tucson College, Tucson, AZ, has been placed on financial reporting and is required to submit a Financial Improvement Plan and a Quarterly Financial Report to the Council for further evaluation of its financial stability. This information will be considered by the Council at its April 2017 meeting and appropriate subsequent action taken thereafter. **(Attachment I - Delta Career Education Continue on Financial Improvement Plan Letter, January 3, 2017)**

Further, the Council, at its December 2016 meeting, directed the following branch campuses of the McCann School of Business main to show cause why their approval to be included in the accreditation of the institution should not be suspended or otherwise conditioned given their campus-level placement performance during the 2016 reporting period:

Miami-Jacobs Career College - Columbus, OH

*The approval of two programs was also withdrawn at this campus as a result of poor student achievement performance* **(Attachment II – Program Level Withdrawal of Approval)**

Miami-Jacobs Career College – Independence, OH

**(Attachment III – Show-cause Directive Letters)**

However, ACICS has not completed its review of all the student achievement data, to include an evaluation of licensure pass rates and additional actions may be taken against any or all of the campuses included in the accredited status of the three referenced institutions of Delta Career Education. The appropriate USDE offices will be copied on any such communication.

**2. Does ACICS require the institution to take attendance?**

ACICS does not require an institution to take attendance, unless it is the institution's policy and thoroughly described in its catalog.

**Also, does ACICS mandate a minimum number of hours that the student must complete to be eligible to graduate or test for a license?**

ACICS publishes averages and standard deviations for program length and requires an explanation if a program falls outside of one standard deviation of those averages.

ACICS also requires institutions to provide the preparation necessary for students to successfully complete licensure examinations, if licensure is required to obtain employment in the field in the state in which the institution is located. If that licensing agency requires a minimum number of hours to test, then ACICS would require that the program provide those hours, at a minimum.

**3. Does ACICS mandate a specific refund policy? If so, can you provide us with documentation describing what that policy is?**

In accordance with Section 3-1-433 of the *Accreditation Criteria*:

“The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution's catalog. Specific federal or state policies may apply.”

Hence, while a specific policy is not mandated, the expectation is that it complies with federal and state requirements, while being fair and equitable.

The link to this document is: <http://www.acics.org/contact/content.aspx?id=2512>.

**4. Does ACICS maintain requirements related to policies on excused absences? If so, what are those requirements?**

Although ACICS has no specific requirements on excused absences, if an institution does have such a policy, it must be published and followed as written.

**5. Has ACICS received any student or staff complaints about this school? What was the nature of the complaints, if any?**

ACICS received one student complaint on Tucson College, AZ, in August 2015, regarding faculty qualifications, school policy and state regulation violations. The case was investigated, to include the review of a response from the campus, and no possible violation of standards was identified. The case has been closed.

Ms. Shari Mecca  
Case Manager

A student complaint was received in February 2015 against the McCann School of Business and Technology in Hazle Township, PA. Based on its review of the allegations, which included the quality of the externship site, ACICS found no criteria violations and the case has been closed.

A parent complained, in February 2016, about McCann School of Business and Technology in Dickson City, PA, regarding lack of organization and financial aid services, February 2016. Based on the review of the campus's response, it was determined that the student was aware of outstanding items to complete the financial aid paperwork so there no criteria violations were identified. The case has been closed.

ACICS received a complaint from a potential student, in September 2016, about McCann School of Business and Technology in Allentown, PA, regarding customer service. Since this is not a violation of any standards, it has been closed.

**6. What is the date that ACICS last conducted a site evaluation and/or program evaluation of BTI, MSBT, and TC? Please provide a complete copy of all correspondence/reports relative to this site/program evaluation.**

- Berks Technical College, Wyomissing, PA:  
Renewal of Accreditation Visit Report - April 24-26, 2016  
Renewal of Accreditation Approval Letter, August 2016  
**(Attachment IV – Berks Technical College Evaluation Reports)**
- McCann School of Business and Technology, Pottsville, PA  
New Grant Application Visit Report, September 17-18, 2012  
New Grant Deferral Letter, December 2012  
New Grant Approval Letter, April 2013  
**(Attachment V – McCann School of Business and Technology, Pottsville)**
- McCann School of Business and Technology, Carlisle, PA:  
New Grant Application Visit Report, October 15-16, 2012  
New Grant Deferral Letter, December 2012  
New Grant Approval Letter, April 2013  
**(Attachment VI – McCann School of Business and Technology, Carlisle)**
- McCann School of Business and Technology, Hazle Township, PA:  
New Grant Application Visit Report, November 11-12, 2012  
New Grant Deferral Letter, December 2012  
New Grant Approval Letter, April 2013  
**(Attachment VII – McCann School of Business and Technology, Hazle)**

Ms. Shari Mecca  
Case Manager

- McCann School of Business and Technology, Lewisburg, PA  
New Grant Application Visit Report, October 18-19, 2012  
New Grant Deferral Letter, December 2012  
New Grant Approval Letter, April 2013  
**(Attachment VIII – McCann School of Business and Technology, Lewisburg)**
- McCann School of Business and Technology, Dickson City, PA  
New Grant Application Visit Report, October 15-16, 2012  
New Grant Deferral Letter, December 2012  
New Grant Approval Letter, April 2013  
**(Attachment IX – McCann School of Business and Technology, Dickson City)**
- McCann School of Business and Technology, Allentown, PA  
Quality Assurance Monitoring - Out of Scope Visit Report, May 14, 2014  
Quality Assurance Monitoring - Out of Scope Approval Letter, September 2014  
**(Attachment X – McCann School of Business and Technology, Allentown)**
- McCann School of Business and Technology, Wilkes Barre, PA  
Branch Verification Visit Report, July 1, 2013  
Additional Location (now Branch) Approval Letter, August 2013  
**(Attachment XI – McCann School of Business and Technology, Wilkes Barre)**
- Miller-Motte Technical College, Macon, GA  
Branch Application Visit Report, June 2012  
Additional Location (now Branch) Deferral Letter, August 2012  
Additional Location Approval Letter, December 2012  
**(Attachment XII – Miller-Motte Technical College, Macon)**
- Miller-Motte Technical College, Gulfport, MS  
Branch Application Visit Report, October 2012  
Additional Location (now Branch) Approval Letter, December 2012  
**(Attachment XIII – Miller-Motte Technical College, Gulfport)**
- Miami-Jacobs Career College, Columbus, OH  
Quality Assurance Monitoring-Distance Education Visit Report, Nov. 2015  
Quality Assurance Monitoring -Distance Education Approval Letter, January 2016  
**(Attachment XIV – Miami Jacobs Career College, Columbus)**

Ms. Shari Mecca  
Case Manager

- Miami-Jacobs Career College, Dayton, OH  
New Grant Application Team Visit Report, July 2013  
New Grant Approval Letter, August 2013  
**(Attachment XV – Miami Jacobs Career College, Dayton)**
  - Miami-Jacobs Career College, Independence, OH  
New Grant Application Visit Report, June 2013  
New Grant Approval Letter, August 2013  
**(Attachment XVI – Miami Jacobs Career College, Independence)**
  - Miami-Jacobs Career College, Springboro, OH  
New Grant Visit Report, June 2013  
New Grant Approval Letter, August 2013  
**(Attachment XVII – Miami Jacobs Career College, Springboro)**
  - Miami-Jacobs Career College, Troy, OH  
New Grant Visit Report, June 2013  
New Grant Approval Letter, August 2013  
**(Attachment XVIII – Miami Jacobs Career College, Troy)**
  - Tucson College, Tucson, AZ  
New Grant Visit Report, January 25-26, 2016  
New Grant Deferral Letter, April 2016  
Renewal of Accreditation – Approved Extension and Teach-out, August 2016  
**(Attachment XIX – Tucson College)**
7. **What requirements for approval does ACICS have institutions follow to offer educational programs in alternative delivery formats (via correspondence, distance education, accelerated, direct assessment)? Has BTI, MSBT, and TC received approval from ACICS to offer programs in these formats?**

Please find below ACICS Accreditation Criteria requirements for online delivery of education programs, along with approval letters for BTI, MSBT, and TC programs:

- January 2017 ACICS Accreditation Criteria Excerpt - Appendix H
- ACICS Distance Education Application Template
- Delta Career Education - Multiple Consortium Agreements for Distance Education Approval Letter, April 2015
- Miami Jacobs Career College, Dayton, OH
  - Consortium Agreement for Online Courses
  - Distance Education (Criminal Justice) Approval Letter

Ms. Shari Mecca  
Case Manager

- Distance Education Multiple Programs Approval 08 2016
- McCann School of Business and Technology, Pottsville, PA
  - Distance Education Additional Approval letter
- Distance Education Approval letter
- Miami Jacobs Career College, Columbus, Distance Education Approval Letter
- McCann School of Business and Technology, Lewisburg, Distance Education Approval letter
- McCann School of Business and Technology, Dickson City Distance Education Approval letter 2005
- McCann School of Business and Technology, Dickson City, PA Consortium Agreement for Online Courses
- McCann School of Business and Technology, Allentown, PA Consortium Agreement for Online courses
- McCann School of Business and Technology, Carlisle, PA Consortium Agreement for Online Courses
- McCann School of Business and Technology, Wilkes-Barre, PA Consortium Agreement for Online Courses
- Miami-Jacobs Career College, Springboro, OH Consortium Agreement for Online courses
- Miami Jacobs Career College, Troy, OH, Consortium Agreement for Online Courses
- Berks Technical Institute BTI Consortium Agreement for Online Courses

**8. Has your office imposed any stipulations on BTI, MSBT, and TC pertaining to the granting of accreditation to provide postsecondary education?**

There are no stipulations on the institutions pertaining to their grant of accreditation separate from the Financial Reporting and Student Achievement Directives previously identified in response to item #1. Please see above.

**9. Has your office identified any other issues or concerns that might affect BTI, MSBT, and TC's ability to meet administrative and/or financial responsibility standards, as applicable?**

Any issues or concerns identified by ACICS are articulated in the Council communications previously noted in item #1.

Ms. Shari Mecca  
Case Manager

**10. Does your office require BTI, MSBT, and TC to report completion or placement rates?**

In accordance with Section 3-1-704, all campuses are required to publish campus-and program-level placement rates. The information required by all schools is also disclosed on following webpage: <http://www.acics.org/accreditation/content.aspx?id=5723>

Please let me know if you need additional information.

Sincerely,

(b)(6)

Roger J. Williams  
Interim President

**Case Name:** *In the Matter of Accrediting Council for Independent Colleges and Schools*

**Docket No.:** 16-44-O

**Filing Party:** Respondent, Accrediting Council for Independent Colleges and Schools

**Exhibit No.:** B-O-179

# Sample Evaluator Database Records

Personality Accrediting Council of Independent C and S

Recent Items Application Approval Management CRM/Orders Customers Reporting

ACICS Coordinator [No Batch Opened]

Screen Tasks

What do you want to do?  
Donation  
Contact Tracking  
Constituent at Same...  
Alert

Financial Data  
Order and Donation H...  
Financial Analysis  
Credit Limits  
Dues Basis  
Credit Card Information  
Show Orders System...

ACICS Operations  
AccreditedProgram  
Evaluators  
Visit  
Accreditation

**Dr Harpal Singh Dhillon**  
ID# 00032626  
President  
EVL

**Relationships:** 0  
BUSINESS  
Dr Harpal Singh Dhillon  
President  
Intelligent Education Solutions, Inc.  
386 West Piedmont Drive  
Tracy, CA 95391

Constituent Class: Individual  
(703) 505-3079 (mobile)  
(202) 330-2979 (Alternate)  
harpaldhillon3971@gmail.com  
hdhillon@incolnuca.edu  
[Edit Contact Info](#)

<< Main Page

**Evaluator Detail**

Evaluator Status: Active Training Type: Mod 1, Mod 2 Training Date: 1/27/2010  
Evaluator Type: Public Resume Recvd Date: /23/20 Date Of Contract: 1/24/2009  
Prof Development Date: /1/20 Vetted Date: 11/24/2 Evaluator Position: ademic

Personality Accrediting Council of Independent C and S

Recent Items Application Approval Management CRM/Orders Customers Reporting

ACICS Coordinator [No Batch Opened]

Screen Tasks

What do you want to do?  
Donation  
Contact Tracking  
Constituent at Same...  
Alert

Financial Data  
Order and Donation H...  
Financial Analysis  
Credit Limits  
Dues Basis  
Credit Card Information  
Show Orders System...

ACICS Operations  
AccreditedProgram  
Evaluators  
Visit  
Accreditation

**Ms. Lisa Bynoe**  
ID# 00022997  
Associate Professor of Business  
EVL

**Relationships:** 0  
HOME  
Ms. Lisa Bynoe  
Associate Professor of Business  
Argosy University  
7715 Nicolette Court  
Charlotte, NC 28215

Constituent Class: Individual  
(646) 643-7716 (Business)  
LSBynoe@yahoo.com  
[Edit Contact Info](#)

<< Main Page

**Evaluator Detail**

Evaluator Status: Active Training Type: Workshop Training Date: 9/15/2006  
Evaluator Type: Public Resume Recvd Date: /31/20 Date Of Contract: /20/2016  
Prof Development Date: /201 Vetted Date: 4/28/20 Evaluator Position: ademic

Personality Accrediting Council of Independent C and S

Recent Items Application Approval Management CRM/Orders Customers Reporting

ACICS Coordinator [No Batch Opened]

Screen Tasks

What do you want to do?  
 ▸ Donation  
 ▸ Contact Tracking  
 ▸ Constituent at Same...  
 ▸ Alert

Financial Data  
 ▸ Order and Donation H...  
 ▸ Financial Analysis  
 ▸ Credit Limits  
 ▸ Dues Basis  
 ▸ Credit Card Information  
 ▸ Show Orders System...

ACICS Operations  
 ▸ AccreditedProgram  
 ▸ Evaluators  
 ▸ Visit  
 ▸ Accreditation

**Shannon Lynn Groff, MA**  
 ID# 00170179  
 Professor of English and Education  
 EVL

Relationships: 0  
 HOME  
 Shannon Lynn Groff, PhD  
 Professor of English and Education  
 Florida State College At Jacksonville  
 2780 Mandarin Meadows Dr. North  
 Jacksonville, FL 32223

Constituent Class: Individual  
 (904) 568-0742 (mobile)  
[shand19@gmail.com](mailto:shand19@gmail.com)  
[Edit Contact Info](#)

<< Main Page

Evaluator Detail

Evaluator Status: Active Training Type: Mod1 Training Date: 9/28/2012  
 Evaluator Type: Public Resume Recvd Date: /12/20 Date Of Contract: /12/2012  
 Prof Development Date: Vetted Date: 7/26/20 Evaluator Position: academic

Personality Accrediting Council of Independent C and S

Recent Items Application Approval Management CRM/Orders Customers Reporting

ACICS Coordinator [No Batch Opened]

Screen Tasks

What do you want to do?  
 ▸ Donation  
 ▸ Contact Tracking  
 ▸ Constituent at Same...  
 ▸ Alert

Financial Data  
 ▸ Order and Donation H...  
 ▸ Financial Analysis  
 ▸ Credit Limits  
 ▸ Dues Basis  
 ▸ Credit Card Information  
 ▸ Show Orders System...

ACICS Operations  
 ▸ AccreditedProgram  
 ▸ Evaluators  
 ▸ Visit  
 ▸ Accreditation

**Dr George W. Fakhoury**  
 ID# 00024352  
 Retired - Academic Program Mgr - Healthcare  
 EVL

Relationships: 0  
 BUSINESS  
 Dr George W. Fakhoury  
 Retired - Academic Program Mgr - Healthcare  
 Heald College - San Francisco CA  
 4499 Big Pine Lane  
 Concord, CA 94521

Constituent Class: Individual  
 (925) 876-2217 (Business)  
[george.fakhoury@gmail.com](mailto:george.fakhoury@gmail.com)  
[Edit Contact Info](#)

<< Main Page

Evaluator Detail

Evaluator Status: Active Training Type: Onsite Training Date: 10/1/2005  
 Evaluator Type: Public Resume Recvd Date: /25/20 Date Of Contract: /25/2008  
 Prof Development Date: /20 Vetted Date: 4/28/20 Evaluator Position: ministrative

# Sample "Completed" Team Compositions

Forrest College, Spring 2017

The screenshot shows a web application interface for the 'Personify Accrediting Council of Independent Colleges'. The main content area is titled 'Visit - 9061' and contains an 'Evaluator Visit Assignment' section. This section includes a 'Team Composition' table with columns for ID, Name, Role, CIP, Position, Type, Status, and Email. Below this is a 'Program Assignment' table with columns for Evaluator, Role, CIP, Program, and Level. At the bottom is an 'Evaluator Info' table with columns for School, Visit, Start, End, and Visit ID Staff. The interface also features a sidebar with navigation options and a top menu with items like 'Recent Items', 'Application Approval Management', 'CRM/Orders', 'Customers', and 'Reporting'.

Personify Accrediting Council of Independent Colleges

Recent Items Application Approval Management CRM/Orders Customers Reporting

Screen Tasks Visit - 9061

What do you want to do?  
Evaluators / Customers  
Evaluators / Customers

Event: **Evaluator Visit Assignment**

Programs

Team Composition

Add Delete COMPLETE Assign Assigned

| ID       | Name         | Role | CIP     | Position     | Type   | Status   | Email       |
|----------|--------------|------|---------|--------------|--------|----------|-------------|
| 00032626 | Dr Harpal Si |      | 52.0201 | Academic     | PUBLIC | ASSIGNED | harpaldhill |
| 00032626 | Dr Harpal Si |      | 11.0901 | Academic     | PUBLIC | ASSIGNED | harpaldhill |
| 00032626 | Dr Harpal Si |      | 11.0901 | Academic     | PUBLIC | ASSIGNED | harpaldhill |
| 00017948 | Mrs. Jan M.  | CH   |         | Administrat  | MEMBER | ASSIGNED | jgordon@s   |
| 00024352 | Dr George    |      | 51.0701 | Administrati | Public | ASSIGNED | george.fak  |
| 00024352 | Dr George    |      | 51.1009 | Administrati | Public | ASSIGNED | george.fak  |

Program Assignment

| Evaluator             | Role | CIP     | Program            | Level |
|-----------------------|------|---------|--------------------|-------|
|                       |      | 11.0401 | Computer Repair An | 01    |
| Dr Harpal Singh Dhill |      | 11.0901 | Network Repair And | 01    |
| Dr. Judith Bernstein  |      | 43.0103 | Criminal Justice   | 03    |
|                       |      | 43.0103 | Criminal Justice   | 01    |

Evaluator Info

| School | Visit | Start | End | Visit ID Staff |
|--------|-------|-------|-----|----------------|
|--------|-------|-------|-----|----------------|

Personify Accrediting Council of Independent and S

Recent Items Application Approval Management CRM/Orders Customers Reporting

Screen Tasks Visit - 8881

What do you want to do?  
Evaluators / Customers  
Evaluators / Customers

Event: **Evaluator Visit Assignment**

Programs

Team Composition

Add Delete COMPLETE Assign Assigned

| ID      | Name                 | Role | Position       | Type   | CIP     | Status | Email    |
|---------|----------------------|------|----------------|--------|---------|--------|----------|
| 0002742 | Dr David Teneyuca    | ED   | Academic       | MEMBER |         | ASSIGN | dtaneyuc |
| 0002742 | Dr David Teneyuca    |      | Academic       | MEMBER | 11.1001 | ASSIGN | dtaneyuc |
| 0002742 | Dr David Teneyuca    |      | Academic       | MEMBER | 11.1003 | ASSIGN | dtaneyuc |
| 0001593 | Mr. Timothy A. Peter | SR   | Administrative | PUBLIC |         | ASSIGN | timp2124 |
| 0002299 | Ms. Lisa Bynoe       |      | Academic       | MEMBER | 51.0701 | ASSIGN | LGBynoe  |
| 0017017 | Shannon Lynn Groff,  |      | Academic       | PUBLIC | 13.1401 | ASSIGN | shandt18 |
| 0002263 | Ms. Melissa Diehl    | CL   | Administrative | Member |         | ASSIGN | melissad |

Program Assignment

| Evaluator          | Role | CIP     | Program              | Level |
|--------------------|------|---------|----------------------|-------|
| Shannon Lynn Groff |      | 13.1401 | English As A Second  | 01    |
| Ms. Lisa Bynoe     |      | 51.0701 | Healthcare Business  | 03    |
|                    |      | 52.0201 | Business Administrat | 05    |
| Dr David Teneyuca  |      | 11.1001 | Computer Informati   | 05    |

Evaluator Info

| School | Visit | Start | End | Visit ID | Staff |
|--------|-------|-------|-----|----------|-------|
|--------|-------|-------|-----|----------|-------|

Screen Tasks Product Research

7 Overdue 0 Due Today 0 Future New

**Case Name:** *In the Matter of Accrediting Council for Independent Colleges and Schools*

**Docket No.:** 16-44-O

**Filing Party:** Respondent, Accrediting Council for Independent Colleges and Schools

**Exhibit No.:** B-O-180

| LABEL_NAME                    | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|-------------------------------|----------|---------------|---------------------|--------------|
| Ms. Elizabeth M. Guinan       | NE       |               |                     |              |
| Dr. Judee Timm                | AC       |               |                     |              |
| Dr. Rafael Ramirez            | AC       |               |                     |              |
| Mr. William E. Winger         | AD       |               |                     |              |
| Mr. Brad C. Phillips          | AD       |               |                     |              |
| Dr. Lloyd L. Bratz            | AC       |               |                     |              |
| Dr. Stephen V. Calabro, Ph.D. | AD       |               |                     |              |
| Dr. Sandra Yelverton          | AC       |               |                     |              |
| Dr. Paul Harre                | AC       |               |                     |              |
| Mr. Terry A. Owens            | AC       |               |                     |              |
| Dr. Edward G. Thomas          | NE       |               |                     |              |
| Ms. Donna L. Reed             | NE       |               |                     |              |
| Dr. David J. Hyslop           | AC       |               |                     |              |
| Mr. Mitchell J. Hartson       | NE       |               |                     |              |
| Ms. Lynn R. Johnson           | AD       |               |                     |              |
| Ms. Janet Bonsall             | AD       |               |                     |              |
| Mr. Paul Lacroix              | NE       |               |                     |              |
| Mr. Mark R. Turner            | NE       |               |                     |              |
| Dr. Michele Frances Ernst     | AD       |               |                     |              |
| Mr. Felix A. Carlone          | AC       |               |                     |              |
| Ms. Beverly Allen Harchick    | NE       |               |                     |              |
| Ms. Patricia Fischer          | AD       |               |                     |              |
| Dr. Lonnie Echternacht        | NE       |               |                     |              |
| John Padgett Jr               | AD       |               |                     |              |
| Ms. Carol Kizer               | AC       |               |                     |              |
| Dr. Nancy Burke               | AC       |               |                     |              |
| Ms. Martha E. Loveman         | NE       |               |                     |              |
| Dr. Bobby Scot Ober           | AC       |               |                     |              |
| Ms. Dianna D. Murphy          | AC       |               |                     |              |
| Ms. Jeannine S. Coursen       | AD       |               |                     |              |
| Ms. Kim Peck                  | AD       |               |                     |              |
| Mr. David J. White            | AC       |               |                     |              |
| Mr. David M. Luce             | AD       |               |                     |              |
| Mr. Matthew A. Johnston       | AD       |               |                     |              |
| Dr. Richard W. Dormuth        | AD       |               |                     |              |
| Dr. Joyce J. Caton, Ed.D.     | NE       |               |                     |              |
| Ms. Susan Mago                | AD       |               |                     |              |
| Mr. Frederick J. Hampton      | AC       |               |                     |              |
| Mr. Timothy A. Peterson       | AD       |               |                     |              |
| Mr. Kenneth Markowitz         | AC       |               |                     |              |
| Ms. Christine D. Saadi        | AD       |               |                     |              |
| Mr. Edgar Hamilton Krissler   | AD       |               |                     |              |
| Dr. Wayne A. Moore            | AC       |               |                     |              |
| Dr. John R. Jones             | AD       |               |                     |              |
| Ms. Ruby Elaine Cue           | NE       |               |                     |              |
| Dr Billy S. Ferrell           | AD       |               |                     |              |
| Ms. Elayne S. Zinbarg         | NE       |               |                     |              |
| Dr. Roberto Davila            | AD       |               |                     |              |
| Mr. Lewis Bishop              | AD       |               |                     |              |
| Ms. Betty J. Demers           | AD       |               |                     |              |
| Mr. James D. Foster           | AD       |               |                     |              |
| Mrs. Jan M. Gordon            | AD       |               |                     |              |
| Mr. F. Jack Henderson, III    | AD       |               |                     |              |

| LABEL_NAME                  | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|-----------------------------|----------|---------------|---------------------|--------------|
| James D. Hutton, PHD        | AD       |               |                     |              |
| Ms. Charlotte Golden-Gray   | AD       |               |                     |              |
| Ms. Jacquelyn Marshall      | AD       |               |                     |              |
| Judith Lima                 | AD       |               |                     |              |
| Mr. Jay Fund                | AD       |               |                     |              |
| David W. Nolker, CCE        | AD       |               |                     |              |
| Mr. Paul Pelak              | AD       |               |                     |              |
| Ms. Jane M. Parker          | AD       |               |                     |              |
| Mr. Thomas Bryant           | AD       |               |                     |              |
| Dr. Barry Shollenberger     | NE       |               |                     |              |
| Mr. John Keim               | AD       |               |                     |              |
| Dr. Alvin Joseph Marrow     | NE       |               |                     |              |
| Ms. Shanthi Konkoth         | AD       |               |                     |              |
| Mr. Scott DeBoer            | AD       |               |                     |              |
| Ms. Sheri Delozier          | AD       |               |                     |              |
| Ms. DeeAnn Kerr             | AD       |               |                     |              |
| Mr. David Schaitkin         | AD       |               |                     |              |
| Patricia Ann Schlotter      | NE       |               |                     |              |
| Mr. Luis E. Llerena         | AD       |               |                     |              |
| Ms. Susan Renaldo Royce     | AD       |               |                     |              |
| Ms. Carolyn Prager          | AC       |               |                     |              |
| Ms. Michelle Houston        | AD       |               |                     |              |
| Dr. James Ploskonka         | AD       |               |                     |              |
| Ms. Constance S. Adelman    | AD       |               |                     |              |
| Ms. Christine E. Hetrick    | AC       |               |                     |              |
| Lillia Marie Berry-Capps    | AD       |               |                     |              |
| Ms. Michelle Phelps         | AD       |               |                     |              |
| Ms. Jeanna LaBella          | AD       |               |                     |              |
| Dr. Robert Palmatier        | AD       |               |                     |              |
| Mr. Wenjen Wu               | AD       |               |                     |              |
| Dr Kelly Thumm Moore        | AD       |               |                     |              |
| Ms. Cheri Yaworski          | AD       |               |                     |              |
| Mr. Robert J. Laquerre      | NE       |               |                     |              |
| Ms. Yvette T Thomas         | AD       |               |                     |              |
| Dr. S. David Vaillancourt   | NE       |               |                     |              |
| Mr. Eric Salveggio          | NE       |               |                     |              |
| Dr. Fawzi Ben Messaoud      | AC       |               |                     |              |
| Ms. Rosalind Collazo        | AD       |               |                     |              |
| Mr. Edward Kufuor           | AD       |               |                     |              |
| Mr. Joseph Aranyosi         | AD       |               |                     |              |
| Mr. Ronald D. Mills         | AC       |               |                     |              |
| Ms. Barbara M. Freeman      | AD       |               |                     |              |
| Ms. Carmen B. Volpe         | NE       |               |                     |              |
| Ms. Mary O. Jones           | AD       |               |                     |              |
| Ms. Pamela K. Bennett       | AC       |               |                     |              |
| Ms. Patricia (Pan) Fuchs    | AD       |               |                     |              |
| Mr. Richard P. Mallow       | AD       |               |                     |              |
| Mr. Lenny Michael Davis     | AD       |               |                     |              |
| Ms. Sherie L. Hurd          | AD       |               |                     |              |
| Mr. John D. Euliano         | AD       |               |                     |              |
| Julie Orloff                | AD       |               |                     |              |
| Mr. Thomas Phillips         | NE       |               |                     |              |
| Ms. Mary Gail Rhodes Lowery | AD       |               |                     |              |

| LABEL_NAME                           | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|--------------------------------------|----------|---------------|---------------------|--------------|
| Dr. Virgine Thomes-Cotter            | NE       |               |                     |              |
| Dr. Richard Lee Lynch                | AD       |               |                     |              |
| Mr. Howard Divins                    | AD       |               |                     |              |
| Mr. Kadri Brogi                      | AD       |               |                     |              |
| Ms. Kathleen Embry                   | AD       |               |                     |              |
| Ms. Bonnie Jean Marsh                | AD       |               |                     |              |
| Ms. Betty Garces                     | AD       |               |                     |              |
| Ms. Lori Claus                       | AC       |               |                     |              |
| Dr. Kelvin Bentley                   | NE       |               |                     |              |
| John Mago                            | AC       |               |                     |              |
| Dr. Larry Banks                      | AD       |               |                     |              |
| Mr. Hasan Karaburk                   | AD       |               |                     |              |
| Mr. Douglas S. Deremer               | AD       |               |                     |              |
| Ms. Linda Blair                      | AC       |               |                     |              |
| Mr. Scott S. Rogers                  | AD       |               |                     |              |
| Dr. Donna Lynn Stewart               | NE       |               |                     |              |
| Dr. Linda Marie Szul                 | AC       |               |                     |              |
| Dr. Veekit O'Charoen                 | AC       |               |                     |              |
| Ms. Lori Rager Anderson              | AD       |               |                     |              |
| Mr. Charles Svec                     | AD       |               |                     |              |
| Ms. Sara E. Bartholomew              | AD       |               |                     |              |
| Ms. Denise Fox Pratt                 | AD       |               |                     |              |
| Mr. Harvey Giblin, M.Ed.             | AD       |               |                     |              |
| Mr. Antony D. Osborne                | AD       |               |                     |              |
| Mr. Charles E. Saunders              | AC       |               |                     |              |
| Ms. Dorothy Kathryn Sellers          | AC       |               |                     |              |
| Ms. Nancy H. Wright                  | NE       |               |                     |              |
| Ms. Lynn M. Mizanin                  | AD       |               |                     |              |
| Mr. Brian E. Niedzwiecki             | AD       |               |                     |              |
| Dr. Teresa Yohon                     | AC       |               |                     |              |
| Ms. Marlyce L. Carlson               | NE       |               |                     |              |
| Ms. Gladys E. Flecha Delgado         | AD       |               |                     |              |
| Ms. Latazia A. Stuart                | AD       |               |                     |              |
| Ms. Kathy R. Griffin                 | AC       |               |                     |              |
| Mr. Michael Kranzusch                | AD       |               |                     |              |
| Mr. Edwin Colon                      | AD       |               |                     |              |
| Ms. Micaela Sieracki                 | NE       |               |                     |              |
| Ms. Victoria Kemper                  | AD       |               |                     |              |
| Ms. Wilma Kozar                      | AD       |               |                     |              |
| Mr. Jeff Edwards                     | AD       |               |                     |              |
| Dr. Judith Bernstein                 | AD       |               |                     |              |
| Mr. William P. Fox                   | NE       |               |                     |              |
| Mr. Robert Johnson                   | AD       |               |                     |              |
| Dr. Victoria Wise                    | AC       |               |                     |              |
| Dr. Ronald A. Swanson                | AD       |               |                     |              |
| Dr. Tami Erickson                    | AD       |               |                     |              |
| Mr. Sunil Mathew George              | AC       |               |                     |              |
| Mr. Steve Todoric                    | AC       |               |                     |              |
| Dr. Sabrina Cruz                     | AD       |               |                     |              |
| Ms. Ruthie H. Stringfellow Carpenter | NE       |               |                     |              |
| Ms. Edna Murugan                     | AD       |               |                     |              |
| Ms. Mary Margaret Zulaybar           | AC       |               |                     |              |
| Ms. Bobbi Jane Steelman              | AC       |               |                     |              |

| LABEL_NAME                 | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|----------------------------|----------|---------------|---------------------|--------------|
| Ms. Loren Truschel         | AD       |               |                     |              |
| Ms. Lorraine Rowe          | AD       |               |                     |              |
| Mr. Kevin C. Zorda         | NE       |               |                     |              |
| Ms. Janine C. Fleming      | AD       |               |                     |              |
| Dr Keith B. Reinhardt      | AD       |               |                     |              |
| Ms. Karen S. Whalen        | AD       |               |                     |              |
| Dr Majid N. Tehrani        | AC       |               |                     |              |
| Dr. Pochang Hsu            | AD       |               |                     |              |
| Mr. Erik Pederson          | AD       |               |                     |              |
| Dr Scott E. Mensch         | AC       |               |                     |              |
| Rehan Ur Rehman            | NE       |               |                     |              |
| Brian Trewartha            | AC       |               |                     |              |
| Catherine Borowski         | AD       |               |                     |              |
| Dr. Ramon Garcia           | AD       |               |                     |              |
| Dr. Donna Payne            | AD       |               |                     |              |
| Mr. Juan Carlos Peralta    | AD       |               |                     |              |
| Mr. Richard Horn           | AD       |               |                     |              |
| Dr. Lynn Payne             | AD       |               |                     |              |
| Mr. Paul Kopic             | AD       |               |                     |              |
| Mr. Willie Charles McNeil  | AD       |               |                     |              |
| Dr. William McPherson      | AC       |               |                     |              |
| Mr. James R. Grabe         | AD       |               |                     |              |
| Mr. Jeffrey McNair         | AC       |               |                     |              |
| Mr. Michael B. Jordan      | NE       |               |                     |              |
| Dr Richard Travis Murphree | AC       |               |                     |              |
| Dr. Sharon Rouse           | AD       |               |                     |              |
| Dr John J. Smith           | AD       |               |                     |              |
| Ms. Susan Elaine Collins   | NE       |               |                     |              |
| Dr. Andrea Olson           | AC       |               |                     |              |
| Ms. Lisa Bynoe             | AC       |               |                     |              |
| Dr. Ruth Shafer            | AC       |               |                     |              |
| Jamie Morley, PHD          | AD       |               |                     |              |
| Ms. Charlotte Muller       | AC       |               |                     |              |
| Dr. Jane M. Legacy         | AC       |               |                     |              |
| Dr. Leena Guptha           | NE       |               |                     |              |
| Dr. Harvey F. Hoffman      | AC       |               |                     |              |
| Ms. Shirley Weiglein       | AC       |               |                     |              |
| Ms. Ana D. Velazquez       | AD       |               |                     |              |
| Ms. Kimberly Alexander     | NE       |               |                     |              |
| Ms. Geraldine A. Brasin    | AD       |               |                     |              |
| Ms. Angela M. March        | NE       |               |                     |              |
| Ms. Stacie Hendrickson     | AD       |               |                     |              |
| Mr. Jeffrey Bodimer        | AD       |               |                     |              |
| Dr. Richard I. Brubaker    | NE       |               |                     |              |
| Ms. Regina G. Dowling      | AD       |               |                     |              |
| Mr. Douglas Guare          | AD       |               |                     |              |
| Ms. Lolita Keck            | AC       |               |                     |              |
| Ms. Suzanne P. Krissler    | AC       |               |                     |              |
| Mr. Terry Campbell         | AC       |               |                     |              |
| Dr. Anie Bonilla           | AD       |               |                     |              |
| Dr Ronald Thomas Mosley    | NE       |               |                     |              |
| Dr. W. Jean Simpson        | AD       |               |                     |              |
| Dr. Maniram Ramoutar       | AC       |               |                     |              |

| LABEL_NAME                 | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|----------------------------|----------|---------------|---------------------|--------------|
| Jared Chrudimsky           | NE       |               |                     |              |
| Everlee Mann               | AC       |               |                     |              |
| Megan K. Cole              | AD       |               |                     |              |
| Judy Weng                  | AC       |               |                     |              |
| Brett Baker                | NE       |               |                     |              |
| Maxine Boston              | NE       |               |                     |              |
| Jeanette Kwiatkowski       | NE       |               |                     |              |
| Steve Wu                   | AC       |               |                     |              |
| Ms. Angel Velotta          | NE       |               |                     |              |
| Mrs. Suhas Deochand        | AD       |               |                     |              |
| Ms. Cynthia Perdue Moore   | NE       |               |                     |              |
| Mr. Wyman Dickey           | AD       |               |                     |              |
| Ms. Sara Larson            | AC       |               |                     |              |
| Ms. Esther Brown           | AC       |               |                     |              |
| Mr. Robert Doering         | AD       |               |                     |              |
| Dr. Jo-Ellen Asbury, Ph.D. | AD       |               |                     |              |
| Emil Gjorgov               | AD       |               |                     |              |
| Dr. Jorge Gonzalez         | AD       |               |                     |              |
| Mr. Dennis E. Wenger       | AD       |               |                     |              |
| Mr. Owate Akeh Chujor      | AC       |               |                     |              |
| Frank L. Torbert, Jr.      | AC       |               |                     |              |
| Michelle D. Krasicki-Aune  | AC       |               |                     |              |
| Patricia Ann Ray           | AD       |               |                     |              |
| Randolph Roof              | NE       |               |                     |              |
| Dr. Enoch Hwang            | AC       |               |                     |              |
| Ms. Elizabeth Ashy         | AD       |               |                     |              |
| Dr. Randall Wells, Ph.D.   | AD       |               |                     |              |
| Ms Maura K. Wilson         | NE       |               |                     |              |
| Mr. Richard Reikob         | AD       |               |                     |              |
| Maria Heeg                 | NE       |               |                     |              |
| Dr Muhammad Ra'oof, DBA    | AC       |               |                     |              |
| Melba Miles                | AD       |               |                     |              |
| Joseph Bonaparte           | AD       |               |                     |              |
| James Bishop               | AD       |               |                     |              |
| Terri M. Hock              | AD       |               |                     |              |
| Dr. Darlene A. Minore, PhD | AD       |               |                     |              |
| Barry Phillips             | AD       |               |                     |              |
| Mr. Nathan D. Herrmann     | AD       |               |                     |              |
| Lesley A. Farnham          | AD       |               |                     |              |
| Ms Kristen Schommer        | AD       |               |                     |              |
| Ms. Maria Leonard          | AD       |               |                     |              |
| Terri L. Lindfors          | AD       |               |                     |              |
| Mr. Jerome Elmer Lovrien   | AC       |               |                     |              |
| Ms. Christine Storms       | AD       |               |                     |              |
| Lisa A. Palermo            | AD       |               |                     |              |
| Mr. Timothy J. Toyen       | NE       |               |                     |              |
| Imran Mehmood              | NE       |               |                     |              |
| Dr. Paul Rhyu              | NE       |               |                     |              |
| David T. Hoehn             | AC       |               |                     |              |
| Mrs. Kimberly Callery      | NE       |               |                     |              |
| Mr. Bruce E. Dempsey       | AD       |               |                     |              |
| Dr. Bindu A. Pillai        | AD       |               |                     |              |

| LABEL_NAME                        | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|-----------------------------------|----------|---------------|---------------------|--------------|
| Ms. Danielle L. Reynolds          | AC       |               |                     |              |
| Dr. Charles L. Mitsakos           | AC       |               |                     |              |
| Camille L. Church                 | AD       |               |                     |              |
| Mr. Roderick Harding              | AD       |               |                     |              |
| Mr. Peter Nettleton               | AD       |               |                     |              |
| Mr. Miguel Angel Rivera-Hernandez | AD       |               |                     |              |
| Erin Carlin                       | AD       |               |                     |              |
| Dr Gregory V. Smith               | NE       |               |                     |              |
| Dr Gregory W. Dlabach             | AC       |               |                     |              |
| Dr George W. Fakhoury             | AD       |               |                     |              |
| Dr K. Holly Shiflett, PHD         | NE       |               |                     |              |
| Dr Leon E. Linton                 | AD       |               |                     |              |
| Mr. Brian J. Balsavage            | AD       |               |                     |              |
| Mary Susan Lucky                  | AC       |               |                     |              |
| Mr. Ricardo Estevez               | AD       |               |                     |              |
| Dr Nick L. Tex                    | AC       |               |                     |              |
| Mr. Christopher L. Douglas        | AD       |               |                     |              |
| Mr. Stephen Pustay                | AD       |               |                     |              |
| Mr. Lloyd L. Estep                | AC       |               |                     |              |
| Mrs. Susan M. Thrasher            | NE       |               |                     |              |
| Mr. Andrew Hughes                 | AC       |               |                     |              |
| Danita M. Sanders                 | AC       |               |                     |              |
| Nichole R. England                | AD       |               |                     |              |
| Sandra L. Gibson                  | AD       |               |                     |              |
| Linda DiSilvestro                 | AD       |               |                     |              |
| Tracee Derra                      | AD       |               |                     |              |
| Mr. Richard E. Del Giorno         | AD       |               |                     |              |
| Ms. Debra Sawyer                  | AD       |               |                     |              |
| Mr. Todd Koch                     | AD       |               |                     |              |
| Mr. Joseph C. Molmer              | AD       |               |                     |              |
| Ms. Gilda Taylor                  | AD       |               |                     |              |
| Dennis J. Simon, JD               | NE       |               |                     |              |
| Dr Christopher A. Johnson         | AC       |               |                     |              |
| Ms. Mercedes N. Alafriz           | NE       |               |                     |              |
| Dr. Gregg C. Whyte                | AC       |               |                     |              |
| Ms. Carrie A. Feinroth            | NE       |               |                     |              |
| Mr. Darell L. Crawford            | AD       |               |                     |              |
| Mrs. Jennifer M. Kindel           | NE       |               |                     |              |
| Svetlana Khachaturov              | AD       |               |                     |              |
| Carla M. Page-Campbell            | AD       |               |                     |              |
| Edward V. Schwegler               | AD       |               |                     |              |
| Mark L. Baldwin                   | AC       |               |                     |              |
| Dr. Michael A. Kanters            | AC       |               |                     |              |
| Zhigang Qin                       | AC       |               |                     |              |
| Mr. Miles M. Hunter               | AC       |               |                     |              |
| Mr. Jason L. Wetzel               | AD       |               |                     |              |
| Mr. Anthony T. Petriello          | NE       |               |                     |              |
| Julie P. Blake                    | AD       |               |                     |              |
| Mr. James Eddy                    | AD       |               |                     |              |
| Mr. Patrick J. Brennan            | NE       |               |                     |              |
| Dr Melissa Hartman                | AD       |               |                     |              |
| Mr Keith Grant                    | AD       |               |                     |              |

| LABEL_NAME                   | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|------------------------------|----------|---------------|---------------------|--------------|
| Sara Fowdy                   | NE       |               |                     |              |
| Mr Leonard J Mordis          | NE       |               |                     |              |
| Ms Stephanie Carra Mitchell  | AD       |               |                     |              |
| Sharon Grigsby               | AC       |               |                     |              |
| Ms Shenay Orr                | AC       |               |                     |              |
| Mr William Michael Smith     | AC       |               |                     |              |
| Ms Tina Miller               | AD       |               |                     |              |
| Mr Fletcher Brown            | AD       |               |                     |              |
| Dr David Teneyuca            | AC       |               |                     |              |
| Dr Debra Anne Rocha          | AD       |               |                     |              |
| Kimberly Patillo             | AC       |               |                     |              |
| Carlos Chavez                | AD       |               |                     |              |
| Mrs Debbie R Long            | AD       |               |                     |              |
| Ms Joan Oliveto              | AC       |               |                     |              |
| Mr Brian J Arnold            | NE       |               |                     |              |
| Ms Erika L. O'Quinn          | AC       |               |                     |              |
| Barbara Rice                 | NE       |               |                     |              |
| Dr Dulio Furtado             | NE       |               |                     |              |
| Mr Tracey A Schoonmaker      | NE       |               |                     |              |
| Mr Randy Holley              | NE       |               |                     |              |
| Mrs Lisa Cala Ruud           | AD       |               |                     |              |
| Mr Mark Lionel Staats        | AC       |               |                     |              |
| Mr Robert Paul Karney        | AC       |               |                     |              |
| Dr Richard Pierce            | AC       |               |                     |              |
| Ms Laura Frances Carnaghi    | AD       |               |                     |              |
| Ms Sheron Persad             | AD       |               |                     |              |
| Mr Charlie Hardiman          | AD       |               |                     |              |
| Dr Irene Gabashvili          | AC       |               |                     |              |
| Ms Michelle M. Sheperd       | AD       |               |                     |              |
| Ms Robin Shapiro             | AD       |               |                     |              |
| Tamara Albu                  | AC       |               |                     |              |
| Mrs Julia M Clark            | AD       |               |                     |              |
| Mrs Angela R Davis-Woodson   | AD       |               |                     |              |
| Dr Harpal Singh Dhillon      | AC       |               |                     |              |
| Mr Bill Jesse Thompson       | AD       |               |                     |              |
| Ms Carmen L Cavello          | AC       |               |                     |              |
| Mr Travis Fox                | AC       |               |                     |              |
| Mr Kevin Miles Mitchell      | AD       |               |                     |              |
| Dr Juan Carlos Ramirez       | AD       |               |                     |              |
| Mrs Deborah Ann Henniger     | AD       |               |                     |              |
| Mrs Michelle Edwards         | AD       |               |                     |              |
| Mr James Boswell             | AC       |               |                     |              |
| Mr Brian Craig               | AD       |               |                     |              |
| Miss Pamela Ann Jacob        | AD       |               |                     |              |
| Mr Troy Bettridge            | NE       |               |                     |              |
| David S. Becker              | NE       |               |                     |              |
| Mr Mark Mann                 | AD       |               |                     |              |
| Mrs Jessica Sanders          | NE       |               |                     |              |
| Mr Bruce Eastman             | AC       |               |                     |              |
| Ms Christine Kiely-Granstaff | AD       |               |                     |              |
| Dr Andrea Goldstein          | AC       |               |                     |              |
| Mr Joshua H Swayne           | AD       |               |                     |              |

| LABEL_NAME                     | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|--------------------------------|----------|---------------|---------------------|--------------|
| Mrs Veronica Redmyer           | AD       |               |                     |              |
| Nicole Gramlich                | AD       |               |                     |              |
| Dr Louise Wilcox               | AD       |               |                     |              |
| Dr Lori Nelson Kijanka         | AC       |               |                     |              |
| Mr Ezer Tossas                 | NE       |               |                     |              |
| Minelba Martinez               | AD       |               |                     |              |
| Mr Dennis A. Gnage             | AC       |               |                     |              |
| Mr Zach Adam Miller            | AC       |               |                     |              |
| Mr Stephen Malvo               | AD       |               |                     |              |
| Mr Peter Patsiavos             | NE       |               |                     |              |
| Ms Lori L Johnston             | AD       |               |                     |              |
| Mr Richard Smolenski           | NE       |               |                     |              |
| George Strothmann Jr           | NE       |               |                     |              |
| Ms Jennifer Nolan              | AC       |               |                     |              |
| Glenn Wilson, MS               | AD       |               |                     |              |
| Mr Alaric Barber               | NE       |               |                     |              |
| Dr Manuel Emilio Rosa          | AC       |               |                     |              |
| Mrs Karlene Alethia Richardson | AD       |               |                     |              |
| Michael Maki                   | AD       |               |                     |              |
| Mr Douglas Hampton             | AC       |               |                     |              |
| Dr Richard Macharia Waruingi   | NE       |               |                     |              |
| Mr Ronald Herbes               | AD       |               |                     |              |
| Ms Megan Beth Raslevich        | AD       |               |                     |              |
| Mr George Andrew Cormier Jr    | AD       |               |                     |              |
| Mrs Susan Michelle Hyde        | AD       |               |                     |              |
| Maria Victoria Davenport       | AD       |               |                     |              |
| Mr Jamie Polovchena            | NE       |               |                     |              |
| Dr Anthony Trongone            | AC       |               |                     |              |
| Mrs Lori Anne Cadotte          | AD       |               |                     |              |
| Dr Katherine M Kautzer         | AD       |               |                     |              |
| Mrs Teresa Lea Hottle          | AD       |               |                     |              |
| Stanley Hartgraves             | NE       |               |                     |              |
| Mrs Rebecca A Buegel           | AD       |               |                     |              |
| Ms Sonya Hullaby               | AD       |               |                     |              |
| Mr Charles Gibbons             | AC       |               |                     |              |
| Dr Mary Alice Callaghan        | AD       |               |                     |              |
| Dr Laura L. Alfano, JD, MED    | AD       |               |                     |              |
| Mr Gene Haynes                 | AC       |               |                     |              |
| Rochelle Redding               | AC       |               |                     |              |
| Dr Sheila Jean Vandebush       | AD       |               |                     |              |
| Dr Goran Trajkovski            | AD       |               |                     |              |
| Dr Kevin James Davies          | AD       |               |                     |              |
| Mr Rohullah Nowaid             | AD       |               |                     |              |
| Mr Juan Carlos Lopez           | AD       |               |                     |              |
| Mr Gregory Stephen Lucas       | NE       |               |                     |              |
| Dr William Alan Cohen          | AD       |               |                     |              |
| Ms Candace M Bates             | AD       |               |                     |              |
| Mrs Chastity Anne Miller       | AD       |               |                     |              |
| Dr Leslie C. Lamb              | AC       |               |                     |              |
| Mrs Shannon Lea O'Keefe        | AD       |               |                     |              |
| Mr Charles Robert Harvey Jr    | AD       |               |                     |              |
| Dr Thomas A Evans              | AC       |               |                     |              |

| LABEL_NAME                      | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|---------------------------------|----------|---------------|---------------------|--------------|
| Ms Ellis Murtha                 | AD       |               |                     |              |
| Mrs Lisa Karen Hawthorne        | AC       |               |                     |              |
| Mr Esmail Dariarow              | AD       |               |                     |              |
| Mr Tracy Burke                  | AC       |               |                     |              |
| Dr Stephanie Jadowiec Etter     | AD       |               |                     |              |
| Ms Audra Kinney                 | AD       |               |                     |              |
| Dr Stephen Douglas Dillon       | AD       |               |                     |              |
| Ms Fredericka D McPherson       | AD       |               |                     |              |
| Ms Latoya L Trowers             | AC       |               |                     |              |
| Mrs T. Michelle Moten           | AD       |               |                     |              |
| Mr Michael Edward McLeland      | AD       |               |                     |              |
| Adriene Hobdy                   | AD       |               |                     |              |
| Mr William L Atkinson           | AD       |               |                     |              |
| Dr Susan Sykes Hendee           | AC       |               |                     |              |
| Mr Jeffrey Carl Tackett         | AC       |               |                     |              |
| Mr Dayton T. Loyd               | AD       |               |                     |              |
| Mrs Debra Howard                | AC       |               |                     |              |
| Miss Janet Kay Copelle'         | AD       |               |                     |              |
| Dr Carlos Offutt                | AD       |               |                     |              |
| Ms Ulysser Monique Ford         | AC       |               |                     |              |
| Dr Michelle Maria Kitchen       | AC       |               |                     |              |
| Mr Malcolm Park Youngren        | AD       |               |                     |              |
| Ms Barbara R. Dehaan            | NE       |               |                     |              |
| Ms Karen M Having               | AC       |               |                     |              |
| Miss Kimberley Nichelle Spivey  | AD       |               |                     |              |
| Dr Hieu Xuan Phan               | AC       |               |                     |              |
| Ms Lynn Marguerite Broniak-Hull | AD       |               |                     |              |
| Dr Dennis J LaBonty             | NE       |               |                     |              |
| Dr Sandra Wright                | AC       |               |                     |              |
| Ms Alison Roope                 | AD       |               |                     |              |
| Mrs Christine Diane Gialousis   | AC       |               |                     |              |
| Dr Ravi Rathnam                 | AC       |               |                     |              |
| Dr Deborah M. Jones             | AD       |               |                     |              |
| Ms Edelmira Hernandez           | AD       |               |                     |              |
| Ms Lori L. Callahan             | AD       |               |                     |              |
| Mr Thai Nguyen                  | AD       |               |                     |              |
| Ms Jennifer Burrell             | AD       |               |                     |              |
| Ms Kalebra D Henderson          | AC       |               |                     |              |
| Ms Christine Kirsch             | NE       |               |                     |              |
| Ms Geanyra Medina               | AC       |               |                     |              |
| Mr Daniel E. Ashley             | AD       |               |                     |              |
| Margaret Stafford               | AD       |               |                     |              |
| Dr Mary E. Fleck                | AD       |               |                     |              |
| Mrs Patricia Lynn Jones         | AD       |               |                     |              |
| Mr James Edward Krickhan        | AC       |               |                     |              |
| Dr Candace Ann Croft            | AD       |               |                     |              |
| Ms LaVerne Lewis                | AC       |               |                     |              |
| Dr Matthew J Stiehm             | AD       |               |                     |              |
| Christopher Thomas Banes        | AD       |               |                     |              |
| Mrs Ebony King                  | AD       |               |                     |              |
| Dr John Persico Jr              | AC       |               |                     |              |
| Ms Theresa Marie Tuttle         | AD       |               |                     |              |
| Mr Syedintakhab Zaidi           | AC       |               |                     |              |

| LABEL_NAME                     | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|--------------------------------|----------|---------------|---------------------|--------------|
| Mr Ivan Smith                  | AD       |               |                     |              |
| Ms Barbara Sue Mayer           | AD       |               |                     |              |
| Mrs Brenda Lee Rockward        | NE       |               |                     |              |
| Chris Labounty                 | AD       |               |                     |              |
| Mr Jeff Thorud                 | AD       |               |                     |              |
| Ms Brenda Sue Edwards          | AD       |               |                     |              |
| Ms Iris Renita Ann Daniel Raby | AC       |               |                     |              |
| Dr John V Peterson             | NE       |               |                     |              |
| Mr Kevin James Brown           | AD       |               |                     |              |
| Dr Eric Frank Grosse Jr        | AD       |               |                     |              |
| Mr Ray Lyle Janes              | AC       |               |                     |              |
| Mr Robert Francis DeFinis      | AD       |               |                     |              |
| Dr Martha Hartgraves           | AC       |               |                     |              |
| Ms Iesha Stewart               | AD       |               |                     |              |
| Ms Rosemarie Cann              | AD       |               |                     |              |
| Dr Belinda M Leon              | NE       |               |                     |              |
| Ms Donna Yvonne Cosby          | AD       |               |                     |              |
| Andrea Martin-Montella         | AD       |               |                     |              |
| Mr Kevin Hasson                | NE       |               |                     |              |
| Mr Steve Reynolds              | AD       |               |                     |              |
| Ms Tracy E Cagan               | AD       |               |                     |              |
| Mr Jeffrey A Harstead          | AD       |               |                     |              |
| Ms Cynthia Sue Phillips-Wood   | AD       |               |                     |              |
| Mr John Martin Hurley Jr       | AD       |               |                     |              |
| Ms Sherry A Phelan             | AD       |               |                     |              |
| Ms Betty Herard                | AD       |               |                     |              |
| Humberto Hilario               | AD       |               |                     |              |
| Mr Adam R. Malson              | AD       |               |                     |              |
| Ms E. Joycelyn Benham          | NE       |               |                     |              |
| Mrs Laurie Sue Boyd            | NE       |               |                     |              |
| Mrs Kathryn Daun McGlothlen    | AD       |               |                     |              |
| Ms Heather C. Johnson          | AD       |               |                     |              |
| Dr Claudia Azucena Verdin      | AD       |               |                     |              |
| Mr Gabriel Ramos               | AC       |               |                     |              |
| Dr Rebecca A. Jones            | AD       |               |                     |              |
| Mrs Terri Lynn Randolph        | AC       |               |                     |              |
| Ms Bobbijo Grillo Pinnelli     | AC       |               |                     |              |
| Mr John T Nieckarz             | AD       |               |                     |              |
| Ms Linda W. Heiland            | AD       |               |                     |              |
| Ms Lynda Kay Fosnaugh          | AC       |               |                     |              |
| Ms Vanessa Lane Harris         | AD       |               |                     |              |
| Mr Suresh Sonkavelly           | AD       |               |                     |              |
| Ms Anna Marie Rider            | NE       |               |                     |              |
| Dr Gail J Robin                | AC       |               |                     |              |
| Ms Liliya Tishchenko           | AD       |               |                     |              |
| Dr Christopher Ray Wasson      | AC       |               |                     |              |
| Dr Gary Karl Maluf             | AC       |               |                     |              |
| Mr Bret M. Doles               | AD       |               |                     |              |
| Mr Kevin Nanna                 | AD       |               |                     |              |
| Ms Jacquelyn Harris            | AC       |               |                     |              |
| Mr James Wilde                 | AD       |               |                     |              |
| Mr Michael Louis Carr          | NE       |               |                     |              |

| LABEL_NAME                      | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|---------------------------------|----------|---------------|---------------------|--------------|
| Mr George Elmer Snyder Jr       | AC       |               |                     |              |
| Mrs Taunya Latrise Rock         | AC       |               |                     |              |
| Mr Prince Arthur                | NE       |               |                     |              |
| Mr David J Yurman               | AD       |               |                     |              |
| Mr Brian Merritt                | NE       |               |                     |              |
| Dr Refaat Mokhtar Mohamed       | AC       |               |                     |              |
| Dr George Ford                  | AC       |               |                     |              |
| Ms Jennifer Christina Capitani  | AD       |               |                     |              |
| Mrs Nancy Saad Attra            | AD       |               |                     |              |
| Elton Li                        | AD       |               |                     |              |
| Mr Kevin Richard Oskovich       | AD       |               |                     |              |
| Mr Jeff Fiore                   | AC       |               |                     |              |
| Mrs Silvia Gimbutas             | AC       |               |                     |              |
| Dr David Clark Reff             | AD       |               |                     |              |
| Ms Emma W Robinson              | AC       |               |                     |              |
| Richard Garti                   | AD       |               |                     |              |
| Dr Siyi Terry Donn              | NE       |               |                     |              |
| Lorraine Linkhauer              | AC       |               |                     |              |
| Mr Joshua C Squires             | AC       |               |                     |              |
| Ms Barbara Ann Kearns           | AD       |               |                     |              |
| Ms Amanda Orlen Holmes          | AC       |               |                     |              |
| Mrs Stella Estrella-Quimby      | AC       |               |                     |              |
| Dr Samy Maurice Hanna           | AC       |               |                     |              |
| Mr Bard Stacy Meier             | AC       |               |                     |              |
| Mrs Molly M. Cohen              | AC       |               |                     |              |
| Mr Al Glann                     | AC       |               |                     |              |
| Ms Amanda L. Manigault          | NE       |               |                     |              |
| Erik Scott Anderson             | AC       |               |                     |              |
| Mr Robert Mark Hendrickson      | AD       |               |                     |              |
| Dr Rajendra K Murthy            | AD       |               |                     |              |
| Ms Linda Jeanne Tibbetts        | AC       |               |                     |              |
| Ms Rosemarie Scaringella        | AC       |               |                     |              |
| Ms Natalie Jeanine Williams     | AD       |               |                     |              |
| Dr Norbert Joseph Thomes        | AC       |               |                     |              |
| Mr Brian Lee                    | AD       |               |                     |              |
| Dr Thomas Ayers                 | AD       |               |                     |              |
| Mr James J Mizner Jr            | AC       |               |                     |              |
| Mr Michael Bleacher             | AC       |               |                     |              |
| Ms Jane Gruber                  | AC       |               |                     |              |
| Mr Michael D Traina             | AD       |               |                     |              |
| Ms Yolanda Denise Staff         | AC       |               |                     |              |
| Mrs Ashley Nicole Sylvester     | AC       |               |                     |              |
| Dr Mohamed M Mekawi             | AD       |               |                     |              |
| Ms Shanda Michelle Giles        | AC       |               |                     |              |
| Mrs Tiffany Primm-Monique Moore | AC       |               |                     |              |
| Kylie Wheelis                   | AD       |               |                     |              |
| Ms Moema C. Shortridge          | AC       |               |                     |              |
| Lawrence K Lau                  | AD       |               |                     |              |
| Mr Erik Strommer                | AC       |               |                     |              |
| Ms Stacey Jackson               | AC       |               |                     |              |
| Dr Patricia Y Talbert           | AC       |               |                     |              |
| Dr Robert Roggio                | AC       |               |                     |              |
| Mr Kennedy Ebimotimi Fegbeboh   | NE       |               |                     |              |

| LABEL_NAME                   | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|------------------------------|----------|---------------|---------------------|--------------|
| Lily Hsiao                   | AD       |               |                     |              |
| Ms Tanisia Smith             | AC       |               |                     |              |
| Mrs Lisa Richard             | AC       |               |                     |              |
| Dr Charles Richard Carothers | AD       |               |                     |              |
| Dr Jeannette Marie Sheldon   | AD       |               |                     |              |
| Ernest Steven Johnson        | AC       |               |                     |              |
| Ewa Piotrowski               | AD       |               |                     |              |
| Mr Michael A. Hovi           | NE       |               |                     |              |
| Aimee Miritello              | AD       |               |                     |              |
| Ms Felicia King              | AD       |               |                     |              |
| Fepi Paramarti               | NE       |               |                     |              |
| Mr Tom Deegan                | NE       |               |                     |              |
| Mrs Stephanie Ann Desormeaux | AD       |               |                     |              |
| Ms Eva Lillian Hardrick      | AD       |               |                     |              |
| John P. Carreon              | AD       |               |                     |              |
| Ms La'Toiya K Johnson        | AC       |               |                     |              |
| Mr Charles Chessher          | AD       |               |                     |              |
| Lora Timmons                 | AD       |               |                     |              |
| Joseph Michael Schrader      | NE       |               |                     |              |
| Ms Linda Robertson           | AC       |               |                     |              |
| Mr Dan Ference               | AC       |               |                     |              |
| Shannon Lynn Groff, MA       | AC       |               |                     |              |
| Dr Joshua Jayasingh          | AC       |               |                     |              |
| Dr George Mikluscak          | AD       |               |                     |              |
| Adam Thompson                | AD       |               |                     |              |
| Mrs Kristen Ann Nickel       | AD       |               |                     |              |
| Dr KIM ROCHA                 | AC       |               |                     |              |
| Ms Tami R. Ellison           | AC       |               |                     |              |
| Mr. Michael Machen           | AD       |               |                     |              |
| Ms Kimberlee Moore           | AD       |               |                     |              |
| Mr James Taylor Sr           | AC       |               |                     |              |
| Mr Sean Andrew Murphy        | AD       |               |                     |              |
| Dr AZAM RAHMAN               | AC       |               |                     |              |
| Mr Roberto Lama              | AC       |               |                     |              |
| Mr Ryan Schwoebel            | AD       |               |                     |              |
| Dr Michael A Guerra          | AD       |               |                     |              |
| Ericka Bruce                 | AD       |               |                     |              |
| Mr Brian Edmund Bennett      | AC       |               |                     |              |
| Michael T. McDonald          | AD       |               |                     |              |
| Dr Ronald E Biron            | AD       |               |                     |              |
| Ms Jennifer L Putman         | AD       |               |                     |              |
| Ms Laurie B Vang             | NE       |               |                     |              |
| Ms Audrey H Henry            | AD       |               |                     |              |
| Laura Schertz                | NE       |               |                     |              |
| Dr Steve Preddie             | AC       |               |                     |              |
| Mr Mark Hatlee               | AD       |               |                     |              |
| Mr Yehia Aly                 | NE       |               |                     |              |
| Dr Charles Manning Ware      | AC       |               |                     |              |
| Ms Dana Rene Bell            | AD       |               |                     |              |
| Dr Ali A Choudhry            | AC       |               |                     |              |
| Mrs Diana Lynn Hammond       | AD       |               |                     |              |
| Mr Sean Glasgow              | AC       |               |                     |              |

| LABEL_NAME                         | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|------------------------------------|----------|---------------|---------------------|--------------|
| Ms Corie Haylett                   | AC       |               |                     |              |
| Mr Alfred Lee Harwell              | AD       |               |                     |              |
| Dr Frank Edward Butler             | AC       |               |                     |              |
| Carolyn Sue Coleman                | AC       |               |                     |              |
| Ms Tiffany M Garrick               | AC       |               |                     |              |
| Mrs Crystal Warner                 | AC       |               |                     |              |
| Mr Richard B Jennings              | AC       |               |                     |              |
| Mr James S Weir                    | AD       |               |                     |              |
| Jeff Hill                          | AD       |               |                     |              |
| Heather Hughes                     | AD       |               |                     |              |
| Ms Christine C Cusano              | AD       |               |                     |              |
| Kristen O'Connell                  | AD       |               |                     |              |
| Mrs Gloria Veronica Allison        | AC       |               |                     |              |
| Ms Wanda Pettaway                  | AD       |               |                     |              |
| Ms Terry L Mayo                    | AD       |               |                     |              |
| Mrs Ebony Shanika Lawrence         | NE       |               |                     |              |
| Mrs Teresa Gary                    | AD       |               |                     |              |
| Mr Scott Burrell                   | AD       |               |                     |              |
| Mr Dalvin Dwayne Hill, MS          | AC       |               |                     |              |
| Ms Susan Kwiatek                   | AD       |               |                     |              |
| Mr Michael Patton                  | AC       |               |                     |              |
| Vennetta McCray                    | AD       |               |                     |              |
| Ms Marla Helen Rocha               | AC       |               |                     |              |
| Jennie Ta, MBA                     | AD       |               |                     |              |
| Mr Jose M Ascensio, MS             | NE       |               |                     |              |
| Mr Steve Beeler, MBA               | AD       |               |                     |              |
| Dr Virginia Jones                  | AD       |               |                     |              |
| Ms Debra L Golden                  | AC       |               |                     |              |
| Ms Barbara Ellen Gurnee            | AC       |               |                     |              |
| Dr Isaac Parrilla                  | AC       |               |                     |              |
| Joseph Szewczyk, MA                | AC       |               |                     |              |
| Barbara Rector, CDA, RDA           | AC       |               |                     |              |
| Mrs Robin Karoline Smith           | AD       |               |                     |              |
| Ms Jillian Webb, MBA               | AC       |               |                     |              |
| Ms ROZ SOHNEN                      | NE       |               |                     |              |
| Mr Emmanuel Amanfor                | AD       |               |                     |              |
| Ms Stephanie N Brown               | NE       |               |                     |              |
| Mr Matthew Ryan Shackelford        | AC       |               |                     |              |
| Mrs Jennifer Williams              | AD       |               |                     |              |
| Ms Rachelle Butts, MBA             | AD       |               |                     |              |
| Ms Aimee Callahan, EDD             | AD       |               |                     |              |
| Mr Patrick Joseph Bennett, MA      | AD       |               |                     |              |
| Mr Niel Alan Scott                 | NE       |               |                     |              |
| Mrs Helene A Pizzuta               | AC       |               |                     |              |
| Mrs Kelly King, MS                 | AC       |               |                     |              |
| Dr Andrea Colette Agnew, EDD, MS   | AD       |               |                     |              |
| Mr Emanuel James Geymont III, MS   | AC       |               |                     |              |
| Ms Tanya Alayne Hollins, MBA       | NE       |               |                     |              |
| Dr Kynna Wright, PHD, MSN, MPH, RN | AC       |               |                     |              |
| Ms Deborah Lynn Bird, MSN, RN      | AC       |               |                     |              |
| Mrs Deborah Rosenburg, MBA         | NE       |               |                     |              |
| Mrs Mary Moorhouse, JD, ESQ        | NE       |               |                     |              |

| LABEL_NAME                              | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|-----------------------------------------|----------|---------------|---------------------|--------------|
| Mrs Carole Topaz                        | NE       |               |                     |              |
| Mr Charles Stallworth                   | AD       |               |                     |              |
| Richard Friedmann, JD, MS               | NE       |               |                     |              |
| Dr Michael Wayne Rager, PHD, MSN        | AD       |               |                     |              |
| Mr David Kostiak, MS                    | AC       |               |                     |              |
| Mr Walter Padworski                     | AC       |               |                     |              |
| Mr Mark G Brunton                       | AD       |               |                     |              |
| Mr Michael D Covington                  | AC       |               |                     |              |
| Paula Budd                              | AD       |               |                     |              |
| Mr Tremayne Simpson, MA                 | AD       |               |                     |              |
| Mrs Colleen Smith                       | NE       |               |                     |              |
| Mrs Kari Ann Smith, MA, MS              | AD       |               |                     |              |
| Dr Betty Jean Tipton                    | AC       |               |                     |              |
| Linda Joyce Day, MA                     | AD       |               |                     |              |
| Mrs Elizabeth K Kirkland                | NE       |               |                     |              |
| Dr Calvin Shepard, EDD                  | AC       |               |                     |              |
| Sabrina Sheran                          | AC       |               |                     |              |
| Miss Julienne Owens, MS                 | AC       |               |                     |              |
| Dr Rose Van Alstine, EDD, MA            | AC       |               |                     |              |
| Ms Karen Newmeyer, JD, MS               | AC       |               |                     |              |
| Mr Rosaire A. "Russ" Dubois             | AC       |               |                     |              |
| Mr Jeremy W Johnson, JD                 | AD       |               |                     |              |
| Mr Robert A Donato Jr, MBA              | AD       |               |                     |              |
| Dr Carol J Hrusovsky, MSN               | AD       |               |                     |              |
| Mr Charles Lawrence Fonda               | AC       |               |                     |              |
| Mr Jeffrey Drake Kennedy, MBA           | AD       |               |                     |              |
| Dr Amanda Manners                       | NE       |               |                     |              |
| Mr Bernard Austin, MS                   | AD       |               |                     |              |
| Ms Thomasena Williams                   | AD       |               |                     |              |
| Ms Carol Nash, MBA, PHD                 | AC       |               |                     |              |
| Lauren Wolff, MS                        | AC       |               |                     |              |
| Elizabeth Jane Darosa, MA               | NE       |               |                     |              |
| Dr Wanda Denise Jones                   | AC       |               |                     |              |
| Dr Debra Harper-Leblanc, PHD            | AC       |               |                     |              |
| Mrs Liane Pardo-Mansfield, MA           | AD       |               |                     |              |
| Shavon Dale, MS                         | AC       |               |                     |              |
| Dr Jahangir Rahman                      | AD       |               |                     |              |
| Mrs Sherrie Lynn Pahl, MA               | AD       |               |                     |              |
| Ms Ashley Shawnte Rogers                | AC       |               |                     |              |
| Jamonty L Jones                         | AC       |               |                     |              |
| Miss Melissa Jean-Louis                 | AC       |               |                     |              |
| Ms Evelyn Alice Tate, MA                | AC       |               |                     |              |
| Dr David San Filippo, PHD, MA           | AC       |               |                     |              |
| Mr Corey Lee Bell Jr                    | AD       |               |                     |              |
| Mrs Sarah Marie Hudson                  | AC       |               |                     |              |
| Vernice Jones                           | AC       |               |                     |              |
| John Patrick Thornton                   | AD       |               |                     |              |
| Mrs Maria Louisa Macmeekin, JD, MS, ESQ | AC       |               |                     |              |
| Megan Youngs, MBA                       | NE       |               |                     |              |
| Mr Thomas Shlala, RN                    | AC       |               |                     |              |
| Dr Betty Greene-Bryant, PHD             | AC       |               |                     |              |
| Miss Luiza Mkhitarian, MA               | AD       |               |                     |              |

| LABEL_NAME                        | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|-----------------------------------|----------|---------------|---------------------|--------------|
| Mr Rolando A Russell, MBA         | AC       |               |                     |              |
| Dr Adrienne Reaves, EDD           | AD       |               |                     |              |
| Ms Endora Denise Todd, MBA        | AD       |               |                     |              |
| Dr Amy Gray, MD                   | AD       |               |                     |              |
| Dr SIBA NARAYANA MOHANTY, PHD     | AC       |               |                     |              |
| Ms Michelle Remmerden             | NE       |               |                     |              |
| Julie Burford, MBA                | AC       |               |                     |              |
| Dr Idelia Phillips, EDD, MPH      | AC       |               |                     |              |
| Ms DESIREE MONIQUE ROLAND, MA     | NE       |               |                     |              |
| Ms Shiketheia Carnia Thornton, MS | AC       |               |                     |              |
| Mr Armin Garza, MBA               | AC       |               |                     |              |
| Lakeisa Lynnette Andrews          | AD       |               |                     |              |
| Mr Robert Carleton Bifulco        | AC       |               |                     |              |
| Mrs Carolyn Haines, MA            | AC       |               |                     |              |
| Mrs Gloria Alicia Ryan, MS        | AC       |               |                     |              |
| Ms Lakeisha Price                 | AC       |               |                     |              |
| Mrs Lakeisha Wardlaw, MA          | AC       |               |                     |              |
| Mr Ed Collins                     | AC       |               |                     |              |
| Ms Tammy A. Tavassoli, MBA        | AC       |               |                     |              |
| Miss Janatyar F McKinney          | AD       |               |                     |              |
| Dr Dennis Trinkle                 | NE       |               |                     |              |
| Ms Billie Ward, MSN, RN           | AC       |               |                     |              |
| John M Scholte                    | AC       |               |                     |              |
| Kimberly Taylor                   | AD       |               |                     |              |
| Mrs Toni L Young                  | NE       |               |                     |              |
| Katherine K Combs, MS             | AC       |               |                     |              |
| Dr Ali Said, MBA, PHD, MS         | AC       |               |                     |              |
| Jeannine Sherwood                 | AC       |               |                     |              |
| Ms Krisann Hester                 | NE       |               |                     |              |
| Mr Juan Carlos Luna, MS           | AD       |               |                     |              |
| Ms Lisa Marie DiFranco            | AD       |               |                     |              |
| Mr Wesley James Usyak, MA         | AC       |               |                     |              |
| Mr Chris Stagl, MA                | AD       |               |                     |              |
| Ms Lakeyshia Mauldin Blackmon     | AD       |               |                     |              |
| Mr Elio R Acosta, MBA             | AC       |               |                     |              |
| Dr Dawn Marie Iwamoto, EDD        | AC       |               |                     |              |
| Anthony Aparicio, MS              | NE       |               |                     |              |
| Dr Susan Joy Gonda, RN, MSN       | AD       |               |                     |              |
| Dr Lourdes Bates                  | AC       |               |                     |              |
| William Smith, MS                 | AC       |               |                     |              |
| Ms Michelle Lambert               | AD       |               |                     |              |
| Dr Roblena E Walker, PHD          | NE       |               |                     |              |
| Mr John Augustus Rose, MS         | AC       |               |                     |              |
| Ms Teri Lynn Bialek               | AC       |               |                     |              |
| Dr Blake Lafond, PHD, MS          | AC       |               |                     |              |
| Mr Thomas R Wertman, MS           | AC       |               |                     |              |
| Dr Kenneth Pinaire, PHD, MBA      | AC       |               |                     |              |
| Mr James Murrell, MS              | AD       |               |                     |              |
| Dr Jay Kyle Ober                  | AD       |               |                     |              |
| Mr Jesse Crosby                   | AC       |               |                     |              |
| Mrs Gloria Ann Redmond            | AD       |               |                     |              |
| Ms Beth Gilbertson, MA            | AD       |               |                     |              |

| LABEL_NAME                            | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|---------------------------------------|----------|---------------|---------------------|--------------|
| Mrs Trudy Marie Kuehn, MS, RN         | AC       |               |                     |              |
| Mr Nathan Robert Mitchell, MBA        | AD       |               |                     |              |
| Mrs Ashley Botchis, MA                | AD       |               |                     |              |
| Alison Bowman                         | AD       |               |                     |              |
| Ms Krystal Belton, MBA                | AD       |               |                     |              |
| Dr David Marshall                     | AD       |               |                     |              |
| Mrs Barbara Louise Kitchens           | AC       |               |                     |              |
| Dr Rhondra Oneka Willis               | AC       |               |                     |              |
| Lynette Lesperance, MBA               | AD       |               |                     |              |
| Dr John O'Laughlin, PHD               | AC       |               |                     |              |
| Dr Nasef W Ibrahim                    | AD       |               |                     |              |
| Ms Victoria Drago                     | AD       |               |                     |              |
| Makini Thomas, MS                     | AC       |               |                     |              |
| Mrs Tawanda L McLaurin, MSN           | AC       |               |                     |              |
| Dr Ileana Roiz-Felipe, EDD, MS        | AD       |               |                     |              |
| Mr Svetomir Lipev                     | AC       |               |                     |              |
| Dr Kalum Priyanath Udagepola, PHD, MS | AC       |               |                     |              |
| Mr Shawn Baker                        | NE       |               |                     |              |
| Dr Sonya A. Laws                      | NE       |               |                     |              |
| Souan Thannao                         | AD       |               |                     |              |
| Mrs Janet Young, MS                   | AC       |               |                     |              |
| Mr Luis Hernandez                     | AC       |               |                     |              |
| Nicole Rasmussen, MS                  | AD       |               |                     |              |
| Ms Carla C Hunt, MS                   | AD       |               |                     |              |
| Ms Juli Shollenberger Bridges, MBA    | AC       |               |                     |              |
| Mr Peter Cassidy, MA                  | AC       |               |                     |              |
| Mr Jeffery Miles White                | AC       |               |                     |              |
| Ms Kimberly Morrison, MA              | AC       |               |                     |              |
| Mr William I Roy                      | AC       |               |                     |              |
| Jacari Wright                         | AC       |               |                     |              |
| Dr Margaret D Condrasky, EDD          | AC       |               |                     |              |
| Ms Tina Popielski                     | AD       |               |                     |              |
| Dr Carolyn Boykins-Winrow, PHD        | AC       |               |                     |              |
| Dr Tamara A Mouras, PHD, MS           | AC       |               |                     |              |
| Carla Hill                            | AD       |               |                     |              |
| Ms Sheri Schultz                      | AD       |               |                     |              |
| Mrs Jin-Hwa Frazier, JD               | AC       |               |                     |              |
| Ms Rae Dixon, MS                      | AD       |               |                     |              |
| Dr Jannette Elizabeth Flores          | AD       |               |                     |              |
| Latasha Rae Lee                       | AC       |               |                     |              |
| Tiffany Miller, MBA                   | AC       |               |                     |              |
| Mr Jarrel Tavar Hudson                | NE       |               |                     |              |
| Ms Rhonda Lee Russell, MS             | AC       |               |                     |              |
| Stacey M Ahmed, MA                    | NE       |               |                     |              |
| Mrs Amanda Seales King                | AC       |               |                     |              |
| Mr Jonathan Russell Hockman           | AC       |               |                     |              |
| Richard Hartman, MBA                  | AD       |               |                     |              |
| Ms Michelle Taylor                    | AC       |               |                     |              |
| Dr Elka Marie Stevens, PHD            | AC       |               |                     |              |
| Mr John Thomas Piazza                 | AD       |               |                     |              |
| Mrs Dyana Stewart Harrison            | AC       |               |                     |              |
| Mr John Henry Wodele III              | AD       |               |                     |              |
| Mr Michael E Gingrich                 | AC       |               |                     |              |

| LABEL_NAME                      | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|---------------------------------|----------|---------------|---------------------|--------------|
| Mr Jonathan R Bryson, MA        | AC       |               |                     |              |
| Mrs Louwana Ball, MA            | AD       |               |                     |              |
| Mr Robert Richard Gibson        | AC       |               |                     |              |
| Ms Marina Lee Narvaez, MA, MS   | AC       |               |                     |              |
| Ms Alicia Michelle Simpson, MBA | AC       |               |                     |              |
| Ms Karen Ann Sheldon, MA        | AD       |               |                     |              |
| Ms Jean Rice                    | NE       |               |                     |              |
| Mr Peter S Agcaian, MA          | AD       |               |                     |              |
| Mrs Victoria Fadare             | AC       |               |                     |              |
| Mr Robert G. Delaney            | AC       |               |                     |              |
| Mrs Tracey M Thompson           | AD       |               |                     |              |
| Ms Deborah J Hughes, MBA        | AD       |               |                     |              |
| Ms Malene McLain                | AD       |               |                     |              |
| Mr Roy Stanford Jr              | AD       |               |                     |              |
| Dr Kristi Bordelon, PHD         | AD       |               |                     |              |
| TING XUE                        | AC       |               |                     |              |
| Dr Andrew Richard Hauk, MBA     | AD       |               |                     |              |
| Mr Donald Eugene Cockroft, MA   | AD       |               |                     |              |
| Nicole Hudson Roper, MBA, MA    | AD       |               |                     |              |
| Mrs Rachel Desantiago           | AC       |               |                     |              |
| Miss Althea Sterling, EDD       | AD       |               |                     |              |
| Ms Rebecca A Roese, MS          | AD       |               |                     |              |
| Mrs Eboni L. Mathis, MS, MA     | AD       |               |                     |              |
| Robert Waring Luedeman          | AC       |               |                     |              |
| Dr Raied Salman, PHD, MS        | AC       |               |                     |              |
| Mr Dustin Parulis, MS           | AC       |               |                     |              |
| Ms Lynne Brodeur, MA            | AC       |               |                     |              |
| Dr Orlando Rivero, DBA          | AC       |               |                     |              |
| Ms Christine Marie Dye, MBA     | AD       |               |                     |              |
| Dr Subhasish Dasgupta, PHD, MBA | AC       |               |                     |              |
| Mr Wallace C Tuthill Jr, MBA    | NE       |               |                     |              |
| Mr Robert Ferrari               | AC       |               |                     |              |
| Victoria Conerly                | AC       |               |                     |              |
| Mr Tom Polinceusz, MBA          | AD       |               |                     |              |
| Mr Brett Pflingston, MA         | AD       |               |                     |              |
| Mr Johnnta Lacey, MA, MBA, MS   | AC       |               |                     |              |
| Mr Basil Aliche Otti            | AC       |               |                     |              |
| Joseph Withrow, MBA             | NE       |               |                     |              |
| Mr Manny A. Christiansen, MBA   | AC       |               |                     |              |
| Jeanne Johns                    | NE       |               |                     |              |
| Ms Annette Jenkins              | AC       |               |                     |              |
| Mrs Benita E Mudd               | NE       |               |                     |              |
| Ms Malissa Padgett              | AC       |               |                     |              |
| Mr Brian Vanderlip              | AD       |               |                     |              |
| Mr Gabriel Mudd                 | NE       |               |                     |              |
| Mrs Darla Flores                | AD       |               |                     |              |
| Ms Willa Cheryl Bauer           | AD       |               |                     |              |
| Ms Catherine Amelia Pliess, MS  | AD       |               |                     |              |
| Ms Jenekia Thompson             | AC       |               |                     |              |
| Iris Harrell                    | AC       |               |                     |              |
| Dr Celia Hildebrand, MS         | AD       |               |                     |              |
| Dr Anthony Lee, EDD, MBA        | AD       |               |                     |              |

| LABEL_NAME                               | POSITION | AC - Academic | AD - Administrative | NE - Neither |
|------------------------------------------|----------|---------------|---------------------|--------------|
| Shirley J Thompson                       | AC       |               |                     |              |
| Mr Henry William Maca                    | NE       |               |                     |              |
| Dr Jin Wook Kim, PHD                     | AC       |               |                     |              |
| Dr Sheila L Bouie, EDD                   | AD       |               |                     |              |
| Ms Doris Kates                           | AC       |               |                     |              |
| Dr Joe E. Kilgore                        | AD       |               |                     |              |
| Dr Michael Millstone, PHD, MA            | AC       |               |                     |              |
| Mr Peter Bartell, MBA                    | NE       |               |                     |              |
| Mr Torelen Winbush, MA                   | AD       |               |                     |              |
| Mr Lute Lute Atieh                       | AD       |               |                     |              |
| Ms Jennifer Eileen Rousseau, CDA         | NE       |               |                     |              |
| Ms Sherry Lynn Devries Williams, MSN, RN | AC       |               |                     |              |
| Mr Scott Alan Helkaa, MS                 | AC       |               |                     |              |
| Mr Francis Hopkins, MS, RN               | NE       |               |                     |              |
| John Woods                               | AD       |               |                     |              |
| Mr Christopher Shepherd, MS              | AC       |               |                     |              |
| Mr Kenneth Vernon Oster                  | AC       |               |                     |              |
| Mr Charles Matterson                     | NE       |               |                     |              |
| Ms Mon-I Wang Cseh, MA                   | NE       |               |                     |              |
| Dr Jeremy Patterson                      | AC       |               |                     |              |
| Dr Pamela Wiggins                        | AC       |               |                     |              |